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AUTHOR	Young, Raymond J.; And Others
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ABSTRACT

An exemplary $20,000 study, funded by the Washington state legislature in 1985, permitted nine small rural farm-oriented school districts in Whitman County to determine the need for and possible options of collaboration and cooperation. The study embodied major components that could serve as a model for similar planning efforts. The study was conducted by four nine-person citizen advisory sub-committees--each assisted by a Washington State University consultant--and a Technical Advisory Committee composed of the nine district superintendents. One sub-committee considered historical community background and physical, sociological, economic, and social characteristics. Another sub-committee assessed youth aspirations and educational intentions by surveying high school seniors. The third sub-committee examined existing school programs (credit and extracurricular), educational services (guidance and counseling, library, special programs), and support services (custodial, secretarial, administrative, and transportation) by surveying parents of fifth graders, 1981 and 1982 graduates, teachers, and administrators. The fourth sub-committee focused on finance and administrative services including space utilization, enrollment projections, transportation, and interdistrict cooperation. Sub-committees, administrators, faculty, and consultants then identified advantages and disadvantages of 14 alternative options for multi-district cooperative arrangements which emerged during the study. Options considered sharing staff, students, busing, and facilities; centralizing or diffusing academic/skills and instructional materials centers; and supporting a joint communication system. (NEC)

ED264998

POSSIBILITIES FOR COOPERATION

WHITMAN COUNTY

NINE SCHOOL DISTRICT STUDY

By

Citizens Work/Study Committee

With
Assistance From

Superintendent's Advisory Committee

And

Washington State University

May 1985

U.S. DEPARTMENT OF EDUCATION
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Appreciation and gratitude are expressed to many individuals without whose cooperation and assistance the study could not have been accomplished. Among these individuals are not only members of the Citizens Advisory Committee, but also the superintendents of schools and members of their respective staffs whose cooperation was essential for the generation of information needed for the study. Gratitude is expressed to many high school graduates of 1981 and 1982, high school seniors and parents of children enrolled in grade five during 1984-85, who responded to the study. Appreciation is expressed also to each teacher of the cooperating districts who took time from their busy schedule to provide information.

To the Washington State University consultants, each of whom worked with one of the Citizens Work Sub-committees and assisted in generating information and developing it into report form, deep appreciation and thanks are expressed. Each performed these work activities in addition to their regular full-time campus responsibilities. They were: Dr. Robert Grunewald, Sub-Committee on Community Background and Characteristics, Dr, Kay Wilke, Sub-Committee on School Programs and Services, and Mr. Mike Altman (now Dr. Altman), Sub-Committee on Finance and Administrative Services. Dr. Raymond J. Young doubled as overall study director and consultant to the Sub-Committee on Youth Aspirations and Educational Intentions. Besides serving as consultant, Dr. Altman served also as OFAST Assistant to the Coordinator and was directly responsible for helping obtain and process information from documentary sources (such as the U.S. Census) and from many other sources, such as graduates, parents, and seniors. He also assisted materially in preparation of the report in final form.

Dr. Robert Grunewald is primarily responsible for the contents and report preparation of Chapter I on Background and Characteristics of the Study Area. Dr. Kay Wilke is primarily responsible for the contents and report preparation of Chapter VI on School Programs and Services. Other portions of the report were prepared primarily by Dr. Raymond Young with assistance of Dr. Mike Altman. All WSU consultants participated in giving overall guidance to the study effort and in the generation of options for multi-district cooperation and their respective advantages and disadvantages. To Dr. Burl Yarberry is expressed sincere appreciation for his contributions to the study on options for cooperation. Appreciation is also expressed to Dr. Brian Talbott, Superintendent, Educational Service District #101 and those persons on his staff who reviewed the findings of the study and provided their ideas about options for multi-district cooperation.

Every study of this type depends on the effective help and cooperation of secretarial personnel to produce a report in its final physical form. At a crucial time for meeting final deadlines for study completion and when secretarial assistance was unexpectedly and suddenly withdrawn from the project, several persons provided excellent help on short term notice. The effective help provided by Donna Fye, Sandra Tyacke, and K's Professional Typing Service is acknowledged with grateful appreciation.

Raymond Young
Study Director

PREFACE

With passage of House Bill 1156, Section 501(6), the 1985 Washington Legislature authorized the amount of twenty thousand dollars ($20,000) to be used by Whitman Count school districts. The funds were to be used ". . . solely for an exemplary study to be conducted by at least Rosalia, Tekoa, Oakesdale, Garfield, and St. John school districts to examine the means by which these and other small school districts may utilize cooperative and multi-district efforts to provide programs for educational excellence in small districts." Chapter 392-135 WAC (Washington Administrative Code) permits public school districts to cooperate in interdistrict tuition-free educational programs, including but not limited to vocations and handicapped programs. School districts under this authority may cooperate with one or more other districts in the joint maintenance and operation of educational programs and services.

Interest in such a study among the superintendents of schools for school districts in Rosalia, Tekoa, Oakesdale, Garfield, and Palouse led to an October 31, 1983 meeting and discussion with Dr. Raymond J. Young, Professor at Washington State University. Subsequently, a proposal was drafted for a study and revised pursuant to communications with officials in the Office of State Superintendent of Public Instruction. Much credit is due to Dr. Cliff Zinke and Dr. Roy Williams, formerly superintendents, respectively of Rosalia and Tekoa school districts, Mr. Melvin Louk, Superintendent of Oakesdale Schools, and Mr. Larry Warner, Superintendent of the Palouse and Garfield School Districts for their efforts in seeking legislative support for the funding. Dr. Zinke, especially, worked with Senators Patterson and Gaspard on the matter.

By March 1984, the Tekoa school district was selected as fiscal agent for the study and Dr. Roy Williams was designated the spokesman for the several districts, and much work was devoted to discussion and development of the study proposal with Board members and Dr. Young present.

This proposed study was conceived to be the first phase of a three phase, longer term effort. Phase I was designed to examine need for improvements and possible options for multi-district cooperation. Phase II would entail the Architectural and Engineering evaluation and analysis of school facilities as well as an educational functional evaluation of them. A final phase would include a public opinion study of the extent to which options for multi-district cooperative arrangements would be supported. Such options would be those which emerged from Phase I and were refined into action options by the information growing out of Phase II of the long-term study effort proposed.

The language of the Act authorizing the funding for the study included the school district of St. John and omitted the school district of Palouse. However, the language indicated other interested small districts could be included, so school district Boards of Directors in Palouse, Colton, Endicott, and LaCrosse took action to be included. On September 18, 1984 superintendents of nine Whitman class "B" school districts voted unanimously to authorize Tekoa School District Superintendent Mr. James Menzies as spokesperson representing the Tekoa School District as fiscal agent to sign

a contract for study direction with the Office of Field and Applied Studies and Training (OFAST), Dr. Raymond J. Young, Coordinator, College of Education, Washington State University.

Four residents of each school district were appointed according to plan by each of the nine district Boards of Directors to participate as members of a Citizens Advisory Committee. The nine school superintendents were organized into a Technical Advisory Committee. Both were to be advisory to the Study Director. The Citizens Advisory Committee members were divided into four work Sub-Committees at the initial study meeting held in Colfax, November 13, 1984. One person from each district served on each of the work sub-committees. The four sub-committees were:

Sub-Committee I - Community Background and Characteristics
Sub-Committee II - School Programs and Services
Sub-Committee III - Youth Aspirations and Educational Intentions
Sub-Committee IV - Finance and Administrative Services

A Washington State University consultant was assigned to work with each sub-committee. Meetings were held in Colfax of the entire Citizens Advisory Committee once a month, and each sub-committee met one or more times during the interim for special study work. The superintendents constituting the Technical Advisory Committee met on call as needed. The product of much time and energy devoted by members of the Citizens Advisory Committee, Superintendents of the nine participating districts, and of the four Washington State University consultants is this report.

CITIZENS STUDY COMMITTEE MEMBERS

Sub-Committee I - Community Background and Characteristics

Dave Fletcher, Chair - Tekoa
Teresa Arndt, Secretary - Palouse

Colleen Dechenne - St. John
Susan Heitstuman - Colton
Dave Kelly - Oakesdale
Ann Stoner - Endicott
Jack R. Dorman - LaCrosse
Ken Jacobs - Rosalia
Eddie Victor - Garfield

Sub-Committee II - School Programs and Services

Mary Pirnique, Chair - Palouse
Judy Druffel, Secretary - Colton

Julia Ciesielski - Rosalia
Patricia Gardner - Oakesdale
Dorothy Smith - LaCrosse
Daryle Storment - Endicott
Sue Nelson - St. John
Bill Shrope - Tekoa
George Stitzel - Garfield

Sub-Committee III - Youth Aspirations and Intentions

Charii Higgins, Chair - Colton
Rise R. Parberry, Secretary - Garfield

Ruth Cochran - Palouse
Kathy Anderson - Tekoa
Sally Jo Maley - Rosalia
Alva DuBois - Endicott
Judy Helmke - Oakesdale
Connie Horton - LaCrosse
Dan Sailer - St. John

Sub-Committee IV - Finance and Administrative Services

Doug Wilcox, Chair - Palouse
Kathy Zuger, Secretary - Endicott

Oscar Aune - LaCrosse
Ray Bernard - Rosalia
Gary Heaton - Tekoa
Tom Simpson - St. John
Karla Bauer - Colton
Steve Crider - Oakesdale
Ray McCown - Garfield

SCHOOL DISTRICT SUPERINTENDENTS

Colton School District #306	Robert Jundt
Endicott School District #308	Dr. Delwyn Haroldson
Garfield School District #302	Larry Warner
LaCrosse School District #126	Raymond P. Reid
Oakesdale School District #324	Melvin J. Louk
Palouse School District #301	Larry Warner
Rosalia School District #320	Dr. Carol Anderson
St. John School District #322	Thomas A. Jentges
Tekoa School District #265	Jim Menzies

WASHINGTON STATE UNIVERSITY CONSULTANTS

Dr. Raymond J. Young, Director

Dr. Robert Grunewald

Dr. P. Kay Wilke

Dr. Mike Altman

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CHAPTER I

BACKGROUND AND CHARACTERISTICS OF THE STUDY AREA

Introduction

Communities are similar in many respects to living things with which most people are quite familiar. Like other forms of life, they come into existence; they grow; they change; they wither; they die and decay. A community may be healthy, prosperous, expanding, and improving itself, or it may become sick, deteriorated, and sterile. The condition of life in an area is reflected, in part, through its institutions, economic life, and social services. A community, like an individual, at any given time is part of all it has ever been in the past. Speculations about what the condition of a community or an area is likely to be in the future, barring unforeseen circumstances, catastrophies, or windfalls, can best be made when there is understanding about its life history and the present status of conditions. The purpose of his chapter is to give a thumb nail sketch of Whitman County communities that may have potential for mutual cooperation regarding the education of their youth, especially at the high school level.

Physical Description of Whitman County

The geography of Whitman County is marked by considerable variety. On the east the rolling foothills of the Northern Rocky Mountains with hills of windblown loess belong to the Palouse. Sloping westward the land becomes drier, the layered basalt base more exposed until the basalt islands of the channeled scablands become the dominant landscape. In the north the Whitman County line passes just north of Rosalia. The county extends south to the Snake River. On the east the town of Palouse was once a prosperous lumber center with four sawmills supplying the entire area. On the west the area around Hooper, now part of the LaCrosse school district, was settled by the McGregor brothers who grazed sheep over the drier channel lands. In between, during the decades just after the Civil War, settlers raised horses, cattle and sheep on the hilly grasslands.

General Historical Background

Whitman County, first established by act of the territorial legislature in 1871, was carved out of a larger territory known as Stevens County. In 1870 James A. Perkins and Thomas J. Smith were the first known settlers at the confluence of the north and south branches of the Palouse River. The first settlers in Whitman County had located in Union Flat in 1869. The first business in the county was a sawmill in Colfax to produce lumber for the erection of houses on Union Flat.

With the coming of the railroads in the 1870's and 80's the value of the land for raising wheat and other grains was realized, and so grazing gave way to grain farming. During this period many of the towns with schools in the study were established. Palouse was founded in 1869, Rosalia in 1872, Colton was surveyed and platted in 1879. In 1881 the town of Coin, which was to become St. John in 1888, was granted a post office. Endicott was founded in 1882, Oakesdale in 1887, and Tekoa in 1889.

In 1883, with the establishment of Franklin and Adams Counties out of the original Whitman County territory, the county assumed its present boundaries (W.H. Lever, An Illustrated History of Whitman County, State of Washington, 1901, pp. 102-3.) By 1879 there were 5,230 persons in the county, 1,437 of which were school age children. (Lever, p.110) The first teachers institute was held in May, 1879.

Whitman County is rich with history but it is not possible here to do more than sketch the founding and school history of its many towns, past and present. Some that are not now the seat of a participating district are recognized briefly because they have contributed to the story of education in the county. Anything more must be resisted due to limitations of space. A good source for further information on the history of Whitman County and its communities is the bibliography prepared by the Whitman County Historical Society.

Many towns flourished where the routes of transportation (railroads and access to the Snake River shipping) favored them. Population increased at the turn of the century as they became the centers for servicing the varied agriculture of the region. Hard times of the 1930's and 40's, improved roads, and increasing mechanization of agriculture forced many of the farms to be sold, drove services in the town out of business, and brought declines in population.

The Districts and Their Schools

Additional historical detail about the districts in the study contributes to the understanding of the establishment and developmental history of the schools.

Palouse. In 1880 Palouse was a thriving town of 1,800 people. Its first school had been established in 1874 with reading, writing, and arithmetic as the primary areas of study. The first graduation was held in 1891. By 1893 school enrollment reached 325 (grades 1-8). In the early 1930's music and art were added to the school curriculum. In 1910 the lumber mills were bought out by the mill in Potlatch, Idaho. In the 1920's and after, Palouse began a slow decline in population. Population continued to decline slowly, and the school enrollment also declined. In 1976 the school burned and was replaced by the present building completed in 1978. A private progressive school was established by the New Covenant Church in 1981 for grades 1-12.

Garfield. Garfield's first school was held for a three month term in 1878 attended by 16 children, ages 6 to 19 years. The first school building was constructed in 1880 with donated labor. Over the years, Garfield School District was joined by a number of country schools: Silver Creek, Silver Springs, Shoemaker, Crabtree, Walters, Harlan, LaDon or Byrne, Elberton, and, during World War II, Cedar Creek (Idaho). At one time there were seven "kid wagons" bringing children to school in town. Bobsleds were used in winter. Most of the wagons were horse drawn. The present building housing both elementary and high school was completed for the fall term, 1953-54. Garfield was the first district in Whitman County to have special teachers for industrial arts and domestic science.

Oakesdale. In 1880, even before Oakesdale became a town, a 12' x 12' frame building was erected to serve as both a school and a church. The town was formed in 1887 as a grain center. The following year a two-room frame schoolhouse was erected on the site of the present school. It started with two teachers, but there was such a rapid growth that by 1890 five teachers were hired. Some of these teachers had as many as 76 students, and some classes had to be held in rooms downtown. The following year the school was replaced by a three-story brick building costing $20,000. The first and second floors were used for the grade school and the top floor for a high school. The first high school graduation was held in 1905 with a class of three girls. By 1913, Oakesdale boasted a population of 1,200 people and nine automobiles. A new high school was built in 1932. In 1938 five school districts and parts of six others were consolidated into the Oakesdale district. In 1948 a new gymnasium replaced the old. The old brick schoolhouse was torn down and replaced by a "magnificent" new grade school.

The community of Farmington grew out of a settlement at Pine Creek, Idaho Territory where a trading post and a school built of logs were erected in 1869. When the survey was completed in 1878, it was discovered that the post office was in Washington rather than in Idaho. A school to hold 50-70 students, built in 1879, served the community in various capacities over the years and still stands. In the 1880's Farmington served as the terminus of the Oregon, Washington Railroad and Navigation and, with a population of 1200, served as the trading center for a 20 mile area for more than a decade. A two story school built in 1889 housed both elementary and high school grades. Noah Schowalter, one of the school's principals, became president of Cheney Normal and later Washington State Superintendent of Public Instruction. A two story brick school, built in 1912, served a stable population until about 1941. The high school consolidated with Oakesdale in 1956. The 7th and 8th grades moved there in 1962, and in 1969 the school in Farmington was closed. Miss Fanny Ross, who served 40 of her 45 year teaching career in Farmington, moved with her pupils to Oakesdale. At present, 27 Farmington grade school and 5 high school pupils attend school in Oakesdale.

Tekoa. Tekoa, a Biblical name meaning city of tents, suggested by the tents of railroad workers, grew and declined with the railroads. It was established in 1888 and incorporated a year later, just before Washington became the twentieth state. It was the site of a roundhouse used for repair of the huge steam locomotives, the headquarters of the Washington and Idaho Railroad, and the division point for trains going to the mines at Wallace, Idaho, to Spokane and to Portland. The population reached a peak of 1,800 in 1920, and then dropped to about one-half that by the 1960's. The first school organized in 1884 was "held in Henry Warner's woodshed, a building with a dirt floor." A high school was developed after the turn of the century. The present high school building was completed in the early 1960's. Other elementary schools in the vicinity which later joined the district were Lone Pine, Seltice, Summervale, Pleasant Hill, and four Idaho schools of Liberty, Grandview, Bluebell, and Andrew Springs. From 1892 until 1950, St. Joseph's Academy served Catholic students of the area. The increase of trucking brought a decrease in freight shipments and the railroad station was closed in 1960.

Rosalia. Five years after its founding in 1872, a school was built four miles northeast of the town. In 1884 a small one-room school was built in town but was replaced two years later with a new building on the present grounds. Enrollment was about 80 pupils. In 1906 a new building was built at a cost of $20,000, and in two years the enrollment had reached 365. The town's population at that time was 1,500. Served by two railroads, Rosalia was a center where farmers brought their sacks of grain to town to sell. In 1957, Rosalia embarked on a building program that resulted in a complete new grade school. In 1965 a new high school wing was built. Thornton and Malden consolidated with Rosalia, so that by 1972 the district had 310 pupils. Additional facilities were added in 1977, and a computer room was added as recently as 1984.

Thornton was founded in 1870 by Patrick Sheahan. By 1879 it had a population of over 1,500. It had a business of every kind on Main Street. A two-room school was built on the hill in 1891. A two story brick building accommodating 120 pupils was constructed in 1916 and lasted until 1966 when it burned.

Malden was a railroad town founded in 1908. It reached peak population of over 2,000 in the 1918-22 period. A building for both elementary and high school grades was built at that time. In 1941 the last high school class of 9 students graduated. The elementary school closed in 1967. Presently, 36 pupils from Thornton and 45 from the Malden area attend the consolidated school in Rosalia.

St. John. St. John School District was formed in 1883 serving an area 12 miles square. In the year of 1889, when Washington became a state, the town of St. John was platted, the railroad arrived, a wood school was constructed, and outlying districts began breaking away. In 1907 a brick school was built on the present site. This received an addition during the administration of M.E. Miller (1926 - 1932). This was to encourage consolidation, promote broader curriculum, and implement a strong boys and girls sports program. At that time, high school enrollment was about 100. By 1932, consolidation had brought new students and a new bus program. The school had an outstanding sports program and drama and musical productions supported by wide community attendance. These traditions continued for the next three decades with the addition of vocational agriculture and a commercial training program. Under the Reorganization of School Districts Act of 1941 Lancaster joined the distrct. During the administration of Harold Foster (1952 - 1960) an underground fault damaged the building. After much conflict, a new building was constructed without state or federal aid. During the 1960's the program was characterized by good discipline and high school spirit and a strong sports program. The districts of Pine City, Ewan and some of Thornton later consolidated with the St. John district. Special reading, speech therapy, counseling, vocal music, band, dramatics, vocational agriculture and homemaking were added to the program. The consolidated district produced a high percentage of college attendance. In the 1970's enrollment began to decline due to larger farms and smaller families.

Endicott. Henry Dayton Smith was a salesman who traveled from Walla Walla to Spokane. He liked the area around where Endicott is now located and so started a "halfway house" there. Endicott was named for a Boston banker and was known for its cattle, horses, and sheep. Livestock was transported by the railroad which ran through the town.

After the arrival of a community of German immigrants, the town of Endicott was founded in 1882. In 1885 public school in the town was held for a five month term in a two story building originally used by the Oregon Improvement Company as a mess hall and lodging for its workers. After moves to several other locations, a two-story school was built in 1900. This was replaced in 1911 when there were 240 grade school students and 25 in high school. In the 1960's a new gym, lunch room, four additional school rooms, restrooms, and locker rooms were added. The neighboring town of Winona was as large as Colfax at one time, but it suffered a major fire in 1928, a major blow to that community. The Winona district consolidated with Endicott in 1955.

LaCrosse. Originally named Leroy and not as large as Pampa four miles to the south, LaCrosse gained population and businesses to become the center of its local area when the Union Pacific Railroad came through shortly before 1900. Many exotic and beautiful names were given to the country schools erected to serve the children of the surrounding area - such as Rock Springs, Mud Flat, Lone Star, Long Hollow, Canyon, Falling

Springs, Daisey, Lower Union Flat, Jerita, Dusty, Zaring, Pampa, Little Alkali, Central Ferry, etc. In the late 1920's and 30's many of these one room schools consolidated with the high school that was closest to their area. These centralizing efforts occurred because of fewer students as the farms grew larger, and roads and transportation improved. Riparia, Hay, and Hooper, which had already absorbed the smaller elementary districts, eventually combined with LaCrosse in the new school there. Riparia, a railroad/river town had the reputation of being "a rough and ready place where travelers or natives could get into any trouble they were looking for." Hay, originally Hay Station, was named for hay delivered by rail to rescue starving sheep during a severe winter in the 1880's. Hooper, the community originally founded as home base for the Macgregor Land and Livestock Company, had a school which joined LaCrosse in 1975.

Colton. The villages of Uniontown and Colton, three miles apart, have had distinct but parallel development. Although Uniontown was established first in 1879, Colton established the first city government in 1881. Both towns were trading centers with businesses serving the surrounding farming area. Grain was hauled down Steptoe Canyon to barges on the Snake River.

Although the first school in the area served children in both Uniontown and Colton, the districts were divided in 1880. Other districts were formed in the surrounding countryside. They had names such as Leitchville, Beuridell, Rolling Green, Bishop, Wawawai, Bald Butte, Johnson, Seats, Hall, Heitstuman, and Denning. In the period from 1878 through the early 1900's there were approximately 18 schools in operation in the Colton-Uniontown area. School was usually held in the country districts for three months in the fall and three months in the spring, sometimes with a different teacher for each half. Since children usually walked to school the schools were close by, numerous, and served a "neighborhood". As times progressed the country pupils found themselves behind their city cousins in school work and the school year lengthened to 8 or 9 months. Starting in 1888 each district was required to provide the county superintendent with a yearly census report. By the late 1930's to early 1940's all of the small districts consolidated with either Colton or Uniontown. In 1953 the Uniontown High School consolidated with Colton and later the elementary schools were joined. Thus, all 18 school districts were combined to create the present Colton School District #306. A kindergarten was started in 1972, and a preschool organized several years ago.

Catholic schools have functioned in both towns throughout most of their history. The Benedictine Sisters founded St. Boniface Catholic School in 1885. The Benedictine nuns founded St. Scholastica's Convent in 1892, a school that took in boarding boys and girls. St. Boniface added a high school in 1913 which lasted until 1953 when students joined Colton High School. A high school at St. Scholastica functioned from 1912 until 1960. The Uniontown elementary school merged with Colton's Guardian Angel School in 1972. That school continues to provide grades 1 to 8.

Non-High School Districts

Although they are not included among the nine districts of the study, it is appropriate to recognize Steptoe and Lamont, the two non-high school districts of the county. As is true for so many communities of the county, both Steptoe and Lamont began as railroad stops. At Steptoe sacks of grain from the surrounding farms were loaded for shipment. The present school building was erected in 1908 and served as both elementary and high school until 1957 when Steptoe became a non-high school district. At present there are 35 pupils in grades 1-8. The majority of high school pupils go to Colfax, but St. John, Garfield, Oakesdale, and Rosalia all have received Steptoe pupils.

Lamont, founded in 1908, was a railroad terminus with roundhouse and shops. When these burned in 1913 they were moved to Hillyard in Spokane. The present school building was built in 1954-5 as a grade and high school combination, but in 1968 Lamont became a non-high school district. Some high school students go to St. John, but most go to Sprague, just nine miles away. In 1971 the grade schools of Lamont and Sprague were combined, with grades 6, 7, and 8 being held in Lamont and kindergarten through 5th grade held in Sprague. The school in Lamont was one of the first middle schools in the state.

Summary of Historical Development

The following general statements summarize the historical development of the towns of the study:

1. The fortunes of the towns are linked to the resources of the region and the prevailing energy base, transportation and agricultural technology.

2. From their founding in the 1870's and 1880's the towns grew under the stimulus of farming and the developing railroad network until they reached a population peak in the 1910's and 1920's.

3. The development of the automobile and gasoline powered agricultural implements brought the decline of the railroads and a reduced need for local services in the communities. These factors led to declines in population.

4. Education was important to these towns. Often the first school was established before the town was incorporated. Citizens have provided the resources to build and maintain elementary and then high schools appropriate to the education necessary for their children.

5. With declining population and improved transportation a number of towns cooperated in the forming of larger districts. Some communities declined further and tended to lose identity without their own school, but others maintained a strong sense of community and civic identity.

Population Characteristics

In long range school planning it is important to determine population trends which will be reflected in the school age population to be served. Census data are available in Whitman County for each of eight Census County Divisions and for incorporated areas. Population enumerations for each decade from 1960 and the 1983 estimate are shown in Table I-1 for incorporated and unincorporated areas. Also shown are the population counts for Whitman County excluding the Pullman Census Division (which roughly coincides with the school district) and Colfax City in the Colfax-Palouse Census Division. There would be some residents of the Colfax district out of the city still included in the study area populations, but the figures shown constitute the closest actual population count possible in the study area from the data available.

TABLE I-1

WHITMAN COUNTY POPULATION

Area	1960	1970	1980	1983
Incorporated Places				
Albion	291	687	631	635
Colfax	2860	2664	2780	2820
Colton	253	279	307	290
Endicott	369	333	290	315
Farmington	176	140	176	175
Garfield	607	610	599	611
LaCrosse	463	426	373	395
Lamont	111	88	101	90
Malden	292	219	209	205
Oakesdale	474	447	444	435
Palouse	926	948	1005	980
Pullman	12957	20509	23579	23000
Rosalia	585	569	572	570
St. John	545	575	550	537
Tekoa	911	808	854	835
Uniontown	242	310	286	313
Totals	22062	29612	32756	32206
Unincorporated				
Totals	9201	8288	7347	7694
Percent	29.4	21.9	18.3	19.3
County Population	31263	37900	40103	39900
County Minus Pullman Census Division and Colfax City				
Number	14180	12474	11325	11268
Percent	45.4	32.9	28.2	28.2

The percentage of persons in unincorporated areas decreased from 29.4% in 1960 to 18.3% in 1980, but the 1983 estimate indicated a 1% increase over 1980. Population in incorporated places increased from 70.6% in 1960 to 81.7% in 1980. The average annual rate of change was about 2.42% per year. Population in Whitman County excluding the Pullman Census Division and Colfax city decreased from 45.4% in 1960 to 28.2% in 1980 and held steady for the 1983 estimate. These facts reveal that during the past 20 years, there has been a marked decline in the proportion and numbers of residents in rural areas. An increase has taken place in incorporated areas in both numbers and proportion of population. In the 9-district study area total population decreased from 1960 to 1980 by at least 20%.

Shown in Table I-2 are population counts by age grouping for Whitman County. Also shown are percentages of population by age grouping. Forecasts are shown for 1990 and 2000 by age grouping. These county projections were made by the state office of Financial Management in the Governor's office. Between 1980 and 1990 population is expected to increase by 16.6%, and between 1980 and year 2000, the increase is forecast at 23.5%.

TABLE I-2

WHITMAN COUNTY POPULATION AND FORECASTS BY AGE TO YEAR 2000

Age Groupings	1960	1970	1980	1990	2000
			Numbers		
14 & Under	8,157	7,893	6,133	8,374	9,209
15 - 24	8,040	13,826	16,000	18,677	18,553
25 - 34	3,586	4,465	6,272	6,455	6,168
35 - 44	3,269	2,948	3,289	3,524	4,969
45 - 64	5,353	5,776	5,127	7,519	6,875
65 & Over	2,858	2,992	3,282	2,203	3,760
Totals	31,263	37,900	40,103	46,752	49,534
			Percentages		
14 & Under	26.1	20.8	15.3	17.9	18.6
15 - 24	25.7	36.5	39.9	40.0	37.4
25 - 34	11.5	11.8	15.6	13.8	12.5
35 - 44	10.5	7.8	8.2	7.5	10.0
45 - 64	17.1	15.2	12.8	16.1	13.9
65 & Over	9.1	7.9	8.2	4.7	7.6

Source: Washington State County Population Forecasts, Washington Office of Financial Management, Population, Enrollment, and Economic Studies Division By Age and Sex, Olympia: The Office, December 1977.

Actual total numbers of persons are expected to increase from 40,103 in 1980 to 46,752 in 1990 and 49,534 in 2000. Persons age 45 and over are expected to increase from 21% in 1980 to 21.5% in 2000. Persons age 14 and under are expected to increase slightly from 15.3% in 1980 to 18.6% in 2000. Persons of child bearing age are expected to change from 63.7% in 1980 to 59.9% in 2000, an increase from 25,561 in 1980 to 29,690 in 2000 but a decline in percentage of total county population.

In Table I-3 are shown the numbers and percentages of population in Whitman County, exclusive of Colfax and Pullman cities, by age category.

TABLE I-3

NUMBER AND PERCENT OF WHITMAN COUNTY RESIDENTS BY AGE
EXCLUSIVE OF COLFAX AND PULLMAN 1960-1980

Age Group	1960		1970		1980		Percent Change 60-80
	Number	Percent	Number	Percent	Number	Percent	
14 & Under	4827	31.3	4107	27.9	3106	22.6	-35.7
15 - 24	1774	11.5	2140	14.5	1940	14.1	.1
25 - 34	1741	11.3	1645	11.2	2207	16.0	26.8
35 - 44	1971	12.8	1618	11.0	1578	11.5	-19.9
45 - 65	3339	21.6	3399	23.1	2898	21.1	-13.2
Over 65	1794	11.5	1818	12.3	2015	14.7	12.3
Totals	15446	100.0	14727	100.0	13744	100.0	-11.0
Percent of County	49.4		38.8		34.3		

One can see that there were population declines in all age categories except age 25-34, 15-24, and over 65. The marked increase of 26.8% was for the young age category of 25-34. Overall, population in the area outside the two towns decreased 11%.

By comparing data shown in Tables I-2 and I-3 one can determine that the percentages of persons age 35 and over and 14 and under have been greater each decade for the area outside Colfax and Pullman than for the entire county, while the percentages for the county ages 15-34 have been larger than for the rural areas. The long term trend has been a marked decline in percentages and absolute numbers of persons in all areas age 14 and under. The decline 1960-1980 in rural areas was -35.7% compared to -26.0% for the entire county. While there was a decline for the county 1960-1980 of 26.4% in persons age 65 and over, in the rural areas there was a 12.3% increase.

Population forecasts for 1990 and 2000 predict a reversal of the downward trend of persons age 14 and under and a slight increase in percentage of persons age 45 and over. Population age 15-34 are expected to peak in 1990 and decline by year 2000, while the proportion of persons age 35-44 hold rather steady as a percentage of total population with a 2 or 3 percent fluctuation but an absolute increase in numbers in 2000 of 51% over 1980.

Population of Whitman County for the years 1960, 1970, and 1980, as shown in Table I-1, excluding the Pullman Census Division and Colfax city represented 45.4%, 32.9%, and 28.2%, respectively. For the same years, respectively, population exclusive of Colfax and Pullman cities

represented 49.4%, 38.9%, and 34.3% of the county population. Assuming that in 1990 and 2000 the proportions remained at the 1980 levels, there would be 13,184 and 13,969 persons in the study area. The age composition would be as follows for 1990:

14 & Under-	2,980	35-44-	1,516
15-24-	1,859	45-64-	2,782
25-34-	2,109	65 & Over-	1,938

In year 2000 the age distribution, assuming 1980 proportional composition, would be as follows:

14 & Under-	3,157	35-44-	1,606
15-24-	1,970	45-64-	2,947
25-34-	2,235	64 & Over-	2,054

The prospect in year 2000 of 50 additional persons age 14 and under distributed among all rural portions of the county does not portend any significant enrollment impact on schools. Even if there is an upswing in study area population comparable to the projected total county population age 14 and under by 2000, the addition of 695 persons among each of the ages and among the 9 school districts exclusive of Pullman and Colfax wouldn't portend an enrollment impact of consequence.

Summary of population characteristics

1. Over the recent decades to 1980 both the total number of people in the nine district area and their percentage of total county population have declined significantly. However, these figures leveled out for the early 1980's, and an increase in total population for the county is projected.

2. Total population in Whitman County in 1980 was 40,103, and in the study area it was approximately 11,325. Since 1960, the study area population percentage of the County population has decreased from 45.4% to 28.2%. Percentages of population in the unincorporated areas declined from 29.4% in 1960 to 18.3% in 1980.

3. The absolute number of school age children in the county is projected to increase somewhat to the year 2000. Although the proportion of population in the rural areas may decline, the school age population in the nine district area is expected to remain fairly stable. This absence of marked change over the coming fifteen years should be significant for school planning purposes, though individual districts may be affected by local factors.

Sociological Characteristics of the Population

The trend toward urbanization in Whitman County parallels the general trend elsewhere. In 1960, 29.4% of the population lived in unincorporated places, but by 1980 the percentage was 18.3%. Whether this trend will change, it is too early to tell, but the 1983 estimate of population indicated an increase of 1% for persons living outside incorporated areas. In 1970, 24.9% of the population was classified as rural non-farm and 14.1% as rural farm. In 1980 these classifications were discontinued. In 1970, 48.5% were female, and in 1980 that percentage was 48.1%.

Shown in Table I-4 are data on some selected characteristics of the population in addition to those mentioned above. A large percentage of county residents were born in the USA (94.4%), and in the area outside Colfax and Pullman 98.4% were born in this country. In the county, excluding the two largest towns, over three-fifths (61.6%) were born in Washington compared to 52.2% for the county as a whole. Most of the Black ethnic population lives in Pullman (98%), and Blacks constituted .6% of the population outside Colfax and Pullman as did .3% who were of Spanish origin. In the county 3% were Asian by background.

The population over age 5, excluding Colfax and Pullman, is relatively stable as indicated by the fact 78.1% were living in the same county as in 1975. The movement of university connected persons in Pullman account for the very high mobility of 73.1% over the 5 year period. A large percentage (90.9%) of Whitman County residents work in their area of residence. The relatively low (64.4%) for Colfax reflects the work migrantion to Pullman and possibly other places.

In the rural areas outside Pullman and Colfax 74.4% of the males age 16 and over are in the labor force as are 40.3% of the females. In Pullman, about one-half of both men and women age 16 and over work. While in Colfax, 74.9% of the males and 46% of the females are in the labor force. Families in rural areas had more persons per family (3.10) than in the two towns and in the county as a whole.

Because of the location of Washington State University in Pullman, available statitstics concerning population in Whitman County are sometimes skewed toward characteristics of the student and university groups. For example, figures on the educational status of the population (Table I-5) show 72.3% in college in Whitman County compared to 21.6% in Washington and 19.9% in the U.S. Of the males 25 years and over, 42.8% have completed 4 years or more of college, whereas in Washington 23.2% and nationally 20.5% have attained that status. For females there are 30.6% in that category for the county, 14.9% for the state and 12.8% for the nation. For the county 85.8% are high school graduates, for the state 77.6%, and for the nation 66.5%. The median number of school years completed was 14.2 for the county, 12.7 for the state, and 12.5 for the nation.

TABLE I - 4

SELECTED SOCIAL CHARACTERISTICS OF POPULATION

Characteristic	Whitman County	Colfax	Pullman	Whitman County Minus Colfax & Pullman
Total Population 1980	40,103	2,780	23,579	13,744
% Native (USA) Born	94.4	97.0	91.8	98.4
% Foreign Born	5.6	3.0	8.2	1.6
% Born in State	52.2	59.5	45.9	61.6
% Spanish Origin	3.1	.8	2.1	.3
% Black	1.5	.1	2.3	.6
% Asian	3.0	NA	NA	NA
% Work in Area of Residence (16+ yrs.)	90.9	64.4	84.7	NA
% Female over 16 in Labor Force	45.9	46.0	48.9	40.3
% Male over 16 in Labor Force	58.4	74.9	49.5	74.4
Persons Per Family	3.03	3.04	2.93	3.10
% Living in Same County 1975 as 1980 (5 yrs. and older)	47.3	73.9	26.9	78.1
% of Population Change between 1970-1980	5.8	4.3	15.0	-6.8

Source: U.S. Census, Social and Economic Characteristics, 1980.

TABLE I-5

EDUCATIONAL STATUS OF THE POPULATION

Status of Education	USA	Washington	Whitman County
Percent in College (Age 3-34)	19.9%	21.6%	72.3%
Number per 1000 in college	199.5	216.6	728.0
Percent in Public College	16.0%	18.7%	72.0%
Males 25 years & over			
1-3 years college	16.1%	21.2%	19.9%
4 years or more	20.0%	23.2%	42.8%
Females 25 years & over			
1-3 years college	15.3%	21.3%	23.6%
4 years or more	12.8%	14.9%	30.6%
Age 25 & over:			
4 years or more of college	16.2%	19.0%	36.8%
High School Graduates	66.5%	77.6%	85.8%
Median School years completed	12.5	12.7	14.2

Source: U.S. Census, Social and Economic Characteristics, 1980.

For certain other population statistics it was possible to exclude Colfax and Pullman from the totals. When those towns are excluded it is possible to get a better picture of the marital status of the county population as is shown in Table I-6. Considering the population 15 years and older, there were just 35 more males than females. Of these, 24% of the males were single as opposed to 15% of the females, a total of 492 more single males. There is a very low percentage of divorced people in the study area (4% for both males and females), but there were 474 more widows than widowers.

TABLE I-6

MARITAL STATUS 1980
WHITMAN COUNTY AND WHITMAN COUNTY MINUS COLFAX AND PULLMAN

Marital Status	Whitman County		Whitman County Minus Colfax and Pullman	
	Number	Percent	Number	Percent
Male 15 years & over	17,701	100	5,361	100
Single	9,497	54	1,289	24
Now Married except separated	7,334	41	3,658	68
Separated	124	1	45	1
Widowed	215	1	138	3
Divorced	531	3	231	4
Female 15 years & over	16,318	100	5,326	100
Single	7,142	44	797	15
Now Married except separated	7,296	45	3,649	69
Separated	127	1	42	1
Widowed	1,119	7	612	11
Divorced	634	4	226	4

Source: General Population Characteristics - State of Washington
U.S. Bureau of Census 1980, pp 131, 141, 199

Summary of Sociological Characteristics

1. The trend is in population change toward urbanization with a declining proportion in rural areas. Most residents in the study area were born in this country, and 6 of every 10 are native to Whitman County.

2. The population is overwhelmingly Caucasian and relatively stable in residence. Most (91%) work in the county.

3. Nearly three-fourths of the male population over age 16 in the study area are gainfully employed as were 40% of the females. The relatively high educational levels for the population reflect the presence of WSU.

4. There were about the same number of males and females in the county and in the study area. There is a relatively low rate of family separation due to divorce. Females separated by death from spouses out number the males.

Economic Base of the Nine District Area

The communities comprising the nine districts of the study are based on an agricultural economy of grain farming and some animal industry (mainly cattle and swine). These basic industries are supported by agricultural businesses such as grain processing and storage, fertilizers, insecticides, and farm equipment services. The towns provide services to these businesses and to residents.

Selected Economic Characteristics

Selected economic characteristics of the population are shown in Table I-7 for Whitman County, and income level was available for the area outside Colfax and Pullman. Both median and average salaries were lower in the county than for either the state or nation as were median and average income levels for unrelated individuals. The percentage of families below the poverty level in the county was higher (7.9%) than for the state (7.2%) but less than for the nation (9.6%). The percentage of households in the county receiving public assistance was less (.02%) than for Washington or the nation.

In the county area outside Colfax and Pullman larger percentages of households reported income levels of $15,000 and above than in the county. A smaller percentage of households in the study area (25.4%) than in the county (34.9%) reported incomes of less than $10,000. Although data in Table 7 shows the 1979 median income for households in the county was $14,108 in comparison to $18,367 for the state of Washington, that figure includes Pullman with a large student population.

While technological trends have tended to favor larger farms (10 farms were absorbed in St. John and 12 in Colton-Uniontown within the last decade) and yield on investment has been low in recent years (2%-3%), there has not been a high rate of unemployment in the area.

Industrial Composition of the Labor Force

There are some manufacturers of agricultural equipment (J.E. Love, Ed's Custom, Garfield Steel and Fabrication, Western Agricultural Manufacturers, for example) and some manufacturing of small products and crafts. The principal products of the area are wheat, barley, peas, lentils, other seed crops, and animals for meat processing. Major employers in the area are the manufacturers, the grain processing and storage companies - and the public schools. This dependence on agriculture is further emphasized by the percentage of employed persons (Table I-8) in agriculture and related jobs (28.%). The service industries employed a slightly higher percentage 29.6%, and retail trade engaged 10.5% of the gainfully employed.

TABLE I-7

ECONOMIC CHARACTERISTICS OF THE POPULATION, 1979

Economic Status	USA	Washington	Whitman County	Whitman Co. Study Area
Household Income Level:				
Less than $ 5,000	13.2%	11.3%	14.4%	9.6%
$ 5,000 to $ 9,999	15.9%	14.7%	20.5%	15.8%
$10,000 to $14,999	15.3%	14.5%	17.9%	18.0%
$15,000 to $24,999	26.6%	27.2%	24.4%	28.7%
$25,000 and above	29.0%	32.2%	22.8%	27.9%
Median Income	$16,841	$18,367	$14,108	N/A
Average Income	$20,306	$21,337	$17,342	N/A
Median Income Per Unrelated Individual	$ 6,695	$ 7,548	$ 3,188	N/A
Average Income Per Unrelated Individual	$ 9,282	$ 9,901	$ 4,880	N/A
Families Below Pov. Level	9.6%	7.2%	7.9%	N/A
Households Receiving Public Assistance	.08%	.06%	.02%	N/A

Source: Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, 1980, Tables 71, 107, 161, 163, 180.

TABLE I-8

NUMBER AND PERCENT OF LABOR FORCE AGE 16 AND OVER
BY INDUSTRY, 1980

Industry	Whitman County		County Minus Colfax and Pullman	
	Number	Percent	Number	Percent
Agriculture, Forestry, Fishing	2028	12.0	1663	28.8
Mining	19	.1	4	.1
Contract Construction	508	3.0	232	4.0
Manufacturing	425	2.5	259	4.5
Non-durable	178	1.0	71	1.2
Durable	247	1.5	188	3.3
Transportation, Communications and other public utilities	616	3.7	357	6.2
Wholesale Trade	629	3.7	412	7.1
Retail Trade	2454	14.6	607	10.5
Finance, Insurance & Real Estate	430	2.6	175	3.0
Services:	9023	53.6	1864	32.2
Business and Repair	364	2.1	67	1.1
Entertainment & Recreation	149	.9	16	.3
Professional & Rel.	8092	48.1	1630	28.2
Personal Services	418	2.5	151	2.6
Public Administration	699	4.2	207	3.6
Total Number of Employees	16,831	100.0	5780	100.0

Source: Department of Commerce, Bureau of the Census, General Social and Economic Characteristics, 1980, P. 49-365; 49-285; 49-311.

Another 28% in the area exclusive of Colfax and Pullman and 48.1% of all county workers were rendering professional and related services. In the rural county area 17.6% of the labor force was in wholesale or retail trade, and 4.5% were in manufacturing. The percentage in manufacturing reflects the presence of manufacturing outside Pullman and Colfax and the work of commuters along the northern edge of the county in Spokane area industries.

Service industries accounted for 32.3% of the rural labor force and 53.6% of the workers in the county.

Occupational Composition of the Labor Force

In addition to the type of industry in which residents are employed, information was obtained on the type of occupation engaged in by workers. This information is presented in Table I-9 for the Nation, Washington State, Whitman County, and for the study area.

TABLE I-9

PERCENT OF EMPLOYED PERSONS AGE 16 AND OVER BY OCCUPATION, 1980

Type of Occupation	USA	Wash. State	Whitman County	Whitman Co. Study Area
Managerial and Professional Specialty Occupations	22.7	23.8	30.2	18.4
Technical, Sales, and Administrative Support Occupations	30.3	30.7	28.0	21.8
Service Occupations	12.9	12.9	16.3	12.1
Farming, Forestry, and Fishing Occupations	2.9	3.8	10.9	26.5
Precision Production, Craft and Repair Occupations	12.9	13.8	7.2	10.7
Operators, Fabricators, and Laborers	18.3	14.9	7.4	10.4

Source: U.S. Census, General Social and Economic Characteristics, 1980.

Sales Tax Collections

One index of the economic condition of an area is revealed by the trends in revenue generatd by sales taxes collected by the state. The Office of Research and Information of the Washington Department of Revenue issues quarterly reports of sales tax revenue collected from each county and for each city over a given size. In Whitman County, data were available only for Pullman City. Quarterly reports have been issued through the second quarter of 1984 for public dissemination, so quarterly reports for the years 1980 through the second quarter of 1984 were obtained and analyzed.

Shown in Table I-10 for each year are the annual averages of numbers of units (firms, businesses, etc.) by type submitting revenues to the state from Whitman County and for the area outside of Pullman. Shown are the average quarterly volumes of sales tax transmitted to Olympia in millions of dollars by type of business. Percentages which the numbers of firms and dollar volume from the area outside Pullman were to the totals for Whitman County are shown. For example, one can see that in 1980 there was an average of 329 retail trade firms in Whitman County that collected during the four quarters an average of 18.1 million dollars per quarter which they transmitted to Olympia. Of those, 186 or 56.5% were outside Pullman and they collected $9.3 million which was 51.4% of the total collected in the county. When data were organized on worksheets by quarter it was apparent that both the number of firms and dollar volumes of sales tax collected were up higher during the third and fourth quarters than during the first and second quarters. Therefore, the data shown for 1984 are less than would be the case if all four quarters were included. The figures for 1984 and for subsequent years will be affected by a change in state law which allows cities to collect an additional .5% sales tax for local use. Even so, the trend is clear both for the county and that portion of the county exclusive of Pullman.

The average number of firms collecting sales tax has continued to increase in both areas, but the proportion of them outside Pullman has gradually declined. Since 1981, the proportional dollar volume has also declined in the area outside Pullman. This economic index would indicate a growth picture which is probably associated with the population change picture. No per capita calculations were made, for these data suffice to reveal the economic trend condition.

Assessed Valuations

Shown in Table I-11 are the assessed valuations of each school district in Whitman County used for bond levy and for regular and special levies. No attempt was made to detect trends, for the periodic reappraisal of property values throws off any accurate trend line. However, from other data on the construction sector of the economy, it is a safe conclusion that the assessed valuation has increased over time.

TABLE I-10

AVERAGE QUARTERLY SALES TAX REVENUE BY STANDARD INDUSTRIAL CLASSIFICATION AND YEAR

Type of Sales By Standard Indust. Class.	Whitman County[a]		Whitman County without Pullman[a]			
	No. of Firms	Sales Tax Million $	Firm #	Firm %	Sales Tax Million $	Sales Tax %
Retail Trade						
1980	329	18.1	186	56.5	9.3	51.4
1981	351	19.5	194	55.3	9.6	49.2
1982	407	21.7	221	54.3	9.5	43.8
1983[b]	461	20.7	247	53.6	8.4	40.6
1984[b]	459	18.0	247	53.8	6.8	38.0
Services						
1980	227	2.8	125	55.1	1.1	39.3
1981	238	3.0	124	52.1	1.7	56.7
1982	259	3.0	132	51.0	1.1	36.7
1983[b]	302	3.3	149	49.3	1.1	33.3
1984[b]	330	3.6	157	47.6	1.3	36.1
Contracting						
1980	163	7.0	89	54.6	2.7	38.6
1981	183	8.2	109	59.6	5.6	68.3
1982	172	5.6	96	55.8	2.4	42.9
1983[b]	174	6.6	90	51.7	3.4	51.5
1984[b]	178	6.1	92	51.7	2.5	41.0
Wholesale						
1980	189	6.4	91	48.1	4.6	71.9
1981	201	7.1	96	47.8	5.3	74.6
1982	222	4.9	100	45.0	3.9	79.6
1983[b]	286	6.3	125	43.7	5.4	85.7
1984[b]	316	6.7	123	38.9	5.3	79.1
Other[c]						
1980	88	.7	52	59.1	.5	71.4
1981	97	2.3	59	60.8	1.6	69.6
1982	103	1.5	62	60.2	.7	46.7
1983[a]	116	2.5	65	56.0	1.2	48.0
1984[a]	119	3.6	68	57.1	1.6	44.4
Totals						
1980	995	35.0	541	54.4	17.8	50.9
1981	1070	40.1	579	54.1	23.1	57.6
1982	1163	35.1	610	52.5	16.8	47.9
1983	1339	39.4	676	50.5	18.9	47.9
1984	1400	37.9	684	48.9	17.4	45.9

[a]The number of firms and sales tax dollar amounts are quarterly averages from four quarterly reports

[b]First and second quarters only for 1984

[c]Includes manufacturing, transportation/communications/utilities, finance/insurance/real estate, and other business.

There was a wide range of financial capacity among the school districts for bonding and special levy purposes. The range for bonding ranged from $13,044,848 in Steptoe school district to $303,756,694 in Pullman. The range for special levy purposes was from $13,044,848 to $301,482,612.

TABLE I-11

ASSESSED VALUATION (REGULAR AND SPECIAL LEVIES)
1983 FOR 1984 TAXES

School District	Bond Levy	Regular and Special Levies
Lamont	$ 15,855,203	$ 15,834,493
Tekoa	29,321,990	29,238,740
Pullman	303,756,694	301,482,612
Colfax	122,392,479	121,819,304
Palouse	30,094,933	29,922,143
Garfield	27,218,552	27,117,412
Steptoe	13,044,848	13,044,848
Colton	38,117,151	38,017,251
Endicott	37,534,507	37,523,307
Rosalia	41,180,603	41,012,604
St. John	71,285,858	71,237,337
Oakesdale	45,521,371	45,408,261
LaCrosse	64,018,312	62,102,682
Totals	$839,342,501	$833,761,194

Summary of Economic Factors

1. The economy of the area rests firmly on an agricultural base. It is, therefore, subject to the influences of climate and soil conditions, markets and governmental policies which affect farmers everywhere. These factors may continue to press for increase in the size and decrease in number of farms in some areas.

2. An overwhelming number of households have at least the basic necessities of life, most more than that. In their support of schools residents have demonstrated their confidence in the economic necessity of education for their children and their communities.

3. The economic condition of Whitman County and the study area as revealed by the sales tax collection index is one of progressive growth. Proportionately, the area outside Pullman manifests a decreasing trend in both number of firms and dollar volume of sales.

4. The assessed valuation of Whitman County School Districts for bonding purposes in 1983 for 1984 taxes was $839,342,501 and the valuation for special and regular taxes was $833,761,194. Valuations for bond purposes ranged from $13,044,848 in Steptoe (a non-high school district) to $303,756,694 in Pullman school district.

5. A large proportion of the population is engaged in service industries. This is consistent with national figures and projections.

6. Transportation is a significant factor in the history and present economy of the area. Communication does much to tie the communities to metropolitan centers and the rest of the world. Therefore, technological changes affecting these economic sectors will continue to affect the area.

Basic Social Services

The high level of community vitality and involvement in these communities is indicated by the extent and variety of community services available.

Transportation Services

Transportation has been a key factor in the development and present economy of the area. As noted above in the history of the area, the coming of the railroads did much to determine the location of the communities and to open the area to production of small grains. Although trucking of grain to improved ports on the Snake River at Lewiston, Clarkston, Almota, and Wilma has reduced the role of the railroads, there is still a considerable dependence upon rail shipping. The Union Pacific and the Burlington Northern still serve most of the communities, for freight traffic only. Garfield, for example, has developed facilities for the handling of unit trains for greater speed and economy. There is a well established and maintained network of federal and state highways and secondary roads for trucking grain to railheads and river ports. Federal highway 195 south from Spokane, Washington to Lewiston, Idaho transverses the area. State highways 27, 271, 127, 23, and 272 crisscross the territory. Still, the threat of rail service loss weighs heavily on some communities. Burlington Northern service to Colton-Uniontown, which began in 1888, was terminated in 1983, for example.

Air strips for small planes for personal or agricultural use are quite widely scattered through the area. Airports in Lewiston and Pullman/Moscow serve the area in addition to a major field in Spokane. Bus passenger service has been lost by most communities in recent years.

Communication Services

Communication does much to tie the communities to metropolitan centers and the rest of the world. The area is served by major network television from Spokane and Lewiston. The Spokane stations are KREM-TV (CBS), KXLY-TV (ABC), and KHQ-TV (NBC). KLEW (CBS) broadcasts from

Lewiston. Three public television stations (KUID, Moscow; KWSU, Pullman; KSPS, Spokane) are available to many communities. Most of the towns have or are developing cable systems. There are increasing numbers of satellite receivers dotting the landscape. Of course, radio reaches the most remote areas, either from public radio KWSU - AM; KRFA-FM - KFAE-FM or local commercial stations in Pullman, KQQQ-AM-FM or Moscow KRPL-AM and FM, or regional stations.

Recreational and Cultural Services

Public facilities for recreation have priority in these communities. All have at least one city park, St. John and Tekoa have two. The Endicott Multi-flora Garden Park has won prizes for its beauty and development, and the city has two additional smaller parks. Garfield maintains a juvenile fish pond. Pampa Pond four miles south of LaCrosse is maintained by the Lions Club and stocked by the Washington Fish and Game Department. Whitman County maintains parks at Kamiak Butte, Steptoe Butte, and Klemgard Park. An additional park is being developed at Elberton. Boyer Park and Wawawai Park on the Snake River are maintained by the U.S. Corps of Engineers. All of these communities have swimming pools and regional swim meets are conducted in the summer months with much community attention. Tennis courts are available in most towns. Tekoa and St. John have municipal golf courses. Though there is not yet a full community education program in this area, many districts make school facilities available to the community after hours. Endicott, for example, has classes in adult volleyball, weight lifting, and several types of dance. One gym in St. John "is always open."

Public library services are available in all of these communities, either provided by the towns or with cooperation of the county. Rural areas are served by the Whitman County Library. Public and private museums for the preservation of local historical artifacts are located in Tekoa and Rosalia. Cultural events sponsored by WSU are available and within easy commuting distance as are museums and libraries.

Health Services

Although it is difficult for a town to attract physicians and dentists, most, if not all, communities have training for Emergency Medical Technicians. For example, Rosalia lists 11 fully trained EMT's and Colton-Uniontown 8 with 3 more in training. Rosalia has an ambulance and Colton-Uniontown an EMT truck. Some communities have physicians come on a part-time basis. Garfield clinic, for example, has three. EMT's and an ambulance service are provided by Public Hospital District #2 which serves a sizable area in that part of the county. Hospital services are at Whitman County Community Hospital in Colfax and at Pullman Memorial Hospital with Lifebird service to specialized facilities in Spokane. Some county residents use facilities in Moscow or Spokane. Nursing home services are available in Pullman and Colfax. The Tekoa Care Center has 62 beds. Senior Citizen services include bus service provided by the county and hot meals available in some communities --St. John, Endicott, and Tekoa for example.

Government and Protective Services

All of the municipalities have a mayor-council form of government and provide standard water and sewer services to the incorporated area, and, by arrangement, to some surrounding areas. All provide fire protection through voluntary services. All provide some police services to supplement patrol by the Whitman County Sheriff staff. This ranges from a part-time to a full-time police officer.

Religious Services

Religious institutions have been a major influence in a number of these towns. The Benedictine Sisters founded the St. Boniface Catholic School at Uniontown in 1885 and St. Scholastica's Convent in Colton in 1892. Most towns have several active religious denominations. In Endicott, for example, the Congregational Church was established in 1883 and remains one of the two oldest parishes in the denomination still in existence in the state. In the same year two ministers of the Lutheran faith came to Endicott and eventually established a congregation which is now the American Lutheran Church. The Seventh Day Adventist denomination was established somewhat later. That denomination opened an elementary school in 1984. These religious groups in various communities are active in educational and humanitarian efforts in the region.

Educational Services

In addition to the public schools in each of the nine school districts providing grades K-12, there are several non-public schools. In Farmington, the Farmington SDA School provides grades 1-8, and in 1984-85, 16 pupils were enrolled. The Guardian Angel-St. Boniface consolidated school providing grades 1-8 in Colfax enrolled 70 pupils. Crayon Castle school in Palouse is a pre-school. Within the study area is a public non-high school district, Steptoe School District, enrolling 35 elementary school pupils.

Among the public schools in the study, the drop out rate in grades 7-12 during the year 1981-82, 1982-83 and 1983-84 was .7%. Three districts had no dropouts during this period and 40% of them were in one district. This compares with a dropout rate during the 1983-84 year of 3.76% in nine rural schools in the Blue Mountain Small Schools Consortium located in Walla Walla, Garfield, Columbia, and Franklin Counties. The study area rate of .7 also compares with a 1982-83 rate of 2.27% for all schools in Whitman County (SPI, Dropout Rates and Graduation Statitstics, 1982-83).

Within the County outside but accessible to the study area are the public school districts in Colfax and Pullman and the non-high school district of Lamont serving 40 middle school pupils (grades 1-5 and 9-12 bus to Sprague). Outside the study area are the Epton Pre-School serving 15 pupils and the Pullman Christian School serving 35 pupils in grades K-12. Also located in Pullman are the private schools, Academy of Ballet, Nancy's School of Dance, Northwest Dance Center, several day childcare centers, and the Montessori School of Pullman.

Washington State University is within commuting distance for most residents in the study area. Community College District #17 in Spokane offers a schedule of adult education classes in Pullman.

Summary of Basic Social Services

People of the communities in the project are involved in many political, recreational, and cultural activities. The communities provide a range of activities which allow citizens to take active roles in accordance with their interests. The school provides a focus for community life and would be sorely missed if it were not available.

Summary of Study Area Characteristics

From the information presented in this chapter, several summary observations seem warranted.

1. Since the founding of these Whitman County communities citizens have considered schools important. The community school has been and continues to be a focus of community spirit and pride.

2. Because of the close tie between community and school, and maintenance of a fully functioning educational system is an historical, sociological, and economic problem as well as an educational one. Since resources are distributed within a state legal framework, it is a political problem as well.

3. The area is well supplied with educational services Kindergarten through the Ph.D. Dropout rates in the public schools, grades 7-12 were found to be very low. Several church related and private schools are available within the area, including dance instruction for very young pupils.

4. Although forces which have caused a decline in population in these communities are still at work, population characteristics suggest a period of relative stability through the year 2000.

5. The expansion of electronic communication has placed these communities in constant touch with the nation and world. The same technology that places the disc receivers throughout the countryside may have the potential to connect schools and communities in new ways.

6. The economic and social vitality of these communities indicates that the resources and the will to solve educational problems are there. The common characteristics and stability of the population suggests a reservoir of common interest which can support a common purpose. The sense of common purpose of those involved in the project suggests that new ways of cooperating will be found. Such support for the education of the children, youth and adults of the area is consistent with the history and socio-economic characteristics of the region.

CHAPTER II

STUDY OF HIGH SCHOOL SENIORS

Introduction

Data reported here were gathered from the fall 1984 high school seniors in attendance on December 12, 1984 to ascertain their educational intentions, occupational aspirations, and evaluations of selected aspects of school. Questionnaires were administered to all seniors in each school at one time following uniform procedures established for the purpose. To the extent that groups of seniors were typical and representative of previous and future senior classes, generalizations are warranted. For the most part, data are presented for the entire group. In instances where data are presented by school, a code has been used to obscure names. Data for each individual school have been returned to the school for whatever use officials wish to make of them.

Characteristics of the Respondents

Of all seniors in the 9 districts who responded, 54% were boys and 46% were girls. The total number was 125 seniors. Over three-fourths (78%) lived with both parents; 17% lived with one parent with or without a step parent; 6% lived with someone other than parents, and the most frequently written in answer was foster parents. Slightly over one-half (52%) indicated their grade average up to the beginning of the fall term would place them in the upper third of their high school class, 35% in the middle third, and 13% in the lower third. Eight percent indicated they had lived in the area served by the high school 2 years or less; 11% had lived there 3-5 years; 14% had lived there 6-10 years; and, two-thirds (67%) had lived in the area over 10 years. As to high school curriculum followed, 46% indicated they were in a college preparatory curriculum, while 32% indicated they were in a non-college preparatory and non-vocational (general) program. Eighteen percent indicated they were in a shop/industrial arts/vocational curriculum. Two percent did not answer the question, and 2% indicated they were in some other curriculum.

The number and percent of seniors responding to the study by district are shown in Table II-1. As can be seen, all seniors responded in two districts, and the percentage response for all nine schools was 91%.

TABLE II-1

NUMBER AND PERCENT OF SENIORS RESPONDING

School District	Responding	
	Number	Percent
1	13	93
2	2	100
3	10	91
4	16	89
5	13	100
6	17	89
7	18	95
8	13	81
9	23	92
TOTAL	125	91

Educational Plans

Seniors were asked if their future plans included continuing their education somewhere in a school, college, or university after high school graduation. One percent definitely did not, and 4% would probably not do so. Eighteen percent indicated they would probably do so, but 71% had definite plans for continuing their schooling. Six percent didn't know if plans would include more schooling. Percentages with definite plans for more schooling ranged from 0% to 92% among the nine districts. Shown in Table II-2 are the plans by school district with responses of "probably" and "definitely yes" combined and "probably" or "definitely no" combined. An unusually high percentage of seniors

TABLE II-2

PLANS FOR FURTHER SCHOOLING AFTER HIGH SCHOOL BY PERCENT

District	Probably or Definitely Yes	Probably or Definitely No	Don't Know
1	100	-	-
2	100	-	-
3	70	-	20
4	100	-	-
5	100	-	-
6	70	18	12
7	94	-	6
8	85	7	8
9	92	4	4
TOTALS	89	5	6

in the study area indicated plans would probably or definitely include continuing their formal education after high school graduation. When asked what they would probably do the next year after high school graduation, 72% indicated they would attend a school, college or university, while others expected to work on a full-time job for someone else (10%), enter military service (6%), travel and see some things (2%), enter an apprenticeship (1%), run their own business (1%), or work at the family farm or business (3%). Six percent indicated they didn't know what they would do during the year after graduation.

An analysis was made to determine what percentage of the seniors who reported they were in the upper, middle, or lower third of their class had plans for continuing their education. Of those in the upper third, 12% had plans that would probably include more schooling, 5% didn't know, and 83% definitely planned to continue their education. Of those in the middle third, 2% didn't know and 9% would definitely or probably not continue their schooling. One-fourth (25%) had plans that would probably include more schooling, and 64% had definite plans for more schooling. Of the seniors indicating they were in the lower one-third of their class, 19% didn't know if plans would include more schooling, and 13% indicated plans would probably not include more schooling. One-fourth (25%) indicated plans would probably include more schooling, and 43% had plans that definitely included more schooling.

A similar analysis was made to determine how reported rank in class was related to what seniors expected to do the year after graduation. It was found that of the seniors in the upper, middle, and lower thirds of their class, 77%, 73% and 50%, respectively, expected to attend school the next year after high school graduation. In the same order of class placement, 12%, 14%, 19%, respectively, expected to work on a full-time job for someone else or at the family farm or business. Following the same reported order of class placement by grade average 3%, 7%, 25%, respectively, expected to enter military service or travel and see some things. Two percent of the seniors reported to be in the middle level of their class expected to run their own business, and 6% in the lower third expected to enter an apprenticeship to learn a trade. Eight percent of the upper and 5% of the middle group indicated they didn't know what they would do.

Where Seniors Expect to Attend School

Seniors whose plans definitely or probably would include attending school somewhere sometime in the future were asked where they expected to attend. Nine percent did not respond. Over one-fifth (22%) expected to attend Washington State University, and 11% expected to attend a college, university, or school outside of Washington. The largest percentage (26%) indicating any one place indicated they would attend Spokane/Spokane Falls Community College. Six percent each indicated some other community college in Washington or the University of Washington. Others indicated Eastern Washington University (6%), Central Washington University (3%), Gonzaga University (2%), a vocational technical institute in Washington (3%), and some other college or university in Washington (5%). None expected to attend Whitman College.

An analysis was made by reported rank in class and where seniors expected to attend school. Of those reported to be in the upper, middle, and lower thirds, 11%, 43%, and 44%, respectively, expected to attend one of the Spokane Community Colleges. In the same class rank order, 31%, 16%, and 6%, respectively, expected to attend Washington State University. Nine percent in the upper third, 2% in the middle third, and none in the lower third expected to attend the University of Washington. Seniors expecting to attend either Central or Eastern Washington Universities represented 12%, 9%, and none, respectively, of the upper, middle, and lower thirds by reported class rank. Three percent in the upper group and 2% in the middle group expected to attend Gonzaga University. Of the upper third, 15% expected to attend some other college or university in Washington as did 2% of the middle third and 13% of those in the lower third. Of the upper, middle, and lower third groups, 1%, 4% and 6%, respectively, expected to attend a vocational-technical institute in Washington. Nine percent of the middle third and none of the other two groups expected to attend a college, university or school outside of Washington.

Educational Plans of Seniors Not Expecting to Attend School

Of all seniors, 90% indicated future plans would probably or definitely include attending school sometime somewhere after graduation; 71% had definite plans, and 72% expected to attend school the next year after high school graduation. When asked in which of several types of training or education they would have greatest interest if they did not plan to attend school, 64% indicated the question didn't apply since they expected to attend school, and 10% gave no response. Of all seniors 9% were interested in on-the-job training with a company or industrial firm, 7% expected to get training in the military service, and 4% were interested in working for several years as a paid apprentice to learn a trade. Six percent were just not interested in any kind of further training or education. None were interested in correspondence study or in taking post-high school work.

Factors Related to Seniors' Educational Plans

Seniors were asked how they thought their parents (or guardians) felt about them continuing their education after high school graduation. One purpose was to get a reflection of parents' general attitude about education after high school. Another purpose was to examine the relationship between educational plans of seniors and their perceptions of how their parents felt about it. Eight percent of all seniors indicated their parents were indifferent or didn't want them to continue their schooling; 55% indicated parents wanted them to continue if the senior wanted to; and, 37% indicated parents insisted or expected them to continue in school after high school graduation.

Of the seniors reported to be in the upper, middle, and lower thirds of their class, 3%, 11%, and 13%, respectively, reported parents didn't care one way or the other; 2% in the middle third indicated parents didn't want them to continue. In the same order of class rank, 55%, 21%, and 6%, respectively, indicated parents insisted or expected the senior to attend school after graduation, while 42%, 66%, and 81%, respectively, reported parents wanted them to attend school if they wanted to do so. That 92% of all seniors percevied their

parents as insisting, expecting, or wanting them to attend school if they wanted to reflects a high level of community aspiration for the education of youth throughout the study region. Parental aspiration seemed to be related to school performance of seniors also.

Seniors' Evaluations of High School Preparation

In terms of what they planned to do after high school graduation, seniors were asked how well they thought the high school was preparing them. Nearly one-half (47%) indicated their preparation was fair but could be better, and 6% indicated they weren't being prepared very well. Thirteen percent believed the high school was giving them just what they needed, and about one-third (34%) indicated they were being prepared very good in most ways but it could be better in other ways. Of all seniors 82% indicated how they thought the high school could prepare them better, and those suggestions are presented below. Of seniors reported to be in the upper, middle, and lower thirds of their class, 51%, 48%, and 75%, respectively, indicated the school was not preparing them very well or fair but could be better. In the same class rank order, 9%, 18%, and 13%, respectively, indicated the school was giving them just what they needed. Likewise, 40%, 34%, and 12%, respectively, indicated the preparation was very good in most ways but could be better in other ways.

Two thirds of the students with no plans for further education indicated their preparation was fair but could be better; one-third believed their preparation was very good in most ways but could be better in other ways. Of the seniors whose plans either would probably or definitely include more formal education, 6% thought the school had not prepared them very well; 44% thought their preparation was fair but could be better; 36% viewed their preparation as very good in most ways but could be better in other ways; while 14% believed the preparation was just what they needed.

Suggestions of seniors for improvement are shown below. Opposite each item are shown the schools from which a comment came. If more than one senior from a school made the same suggestion, the number making the suggestion is shown in a parenthesis. For example, #3(2) means a suggestion was made by two students from school #3.

General Curriculum

Offering more classes #1(3), #3(2), #5, #6, #7(2), #8, #9(3)
Offer a better variety of classes #1, #5(2), #6, #7(3), #8(3), #9
Give more college preparatory classes #3, #4, #5(2), #8, #9
Have more challenging classes #4
Have more advanced classes #4
Less emphasis on athletics; more on academics #4
More variety and indepth with existing programs #6
Offer a wider curriculum to include interests of all students #8
More interesting classes so I would enjoy them more #7
More classes that will deal with everyday life #5
People should be trained for the types of job they choose to do and should have the choice to select high school courses taken #8
Expose you more to the real world and what life is really like that would sure help; I feel that I'm finding out the hard way #6
Give us more situations that we will encounter in life #9

Standards - Nature of Work

Make you learn more #3
Tougher classes in certain areas #4(2)
Expect more from students and push them to do their best #4
Harder classes #4(2)
Stricter rules and regulations #4
Teach us more because right now school is very easy #4
Work the students harder to get them prepared for college type work #4, #9
Teach you how to study for tests #6
Put more emphasis on learning and being prepared; studying #5
More emphasis on college preparation and grade averages #6
Lower grading scale #9
Fulfill the needs of the more advanced students better #9

Teaching Methods

More term papers in English #1
We need to write term papers in English, so we will know the proper procedure when we go to college #1
Need better student-teacher help #3
More vocabulary expandment in writing #1
Teachers should work with students more; take time to make them understand #4
More indepth assignments that are based on up-to-date statistics #6
Take more time with preparing us, listen to our problems in learning some of the material and not rush us through a class just to meet a deadline #8
More homework #4
Not so much homework; I learn more verbally than writing on a paper 6-7 hours a day; all teachers think we need all this homework to learn #8
Take more time with the individual (instead of groups) and help prepare us for the future business of college #8
More student involvement with classes #9

Teachers-Qualifications-Number

Hire a more qualified English teacher #1
More teachers that care for student's ability #3
Get teachers that are prepared in that field. In the years before it was not good at all but now that there are new teachers especially English I feel we are prepared #7
A couple more teachers so we have more selection of classes #9
Larger staff #7

Guidance

Give us experienced counselors who are qualified to listen to what we want to be and help set up a plan that will best prepare us for it #3
If possible have us go to college and stay in the classes for a while to see what it's like #3
Counselors need to talk to each person about the future #6
More help for seniors on deciding what to do upon graduation #7
Inform freshmen more #9
Need someone to talk to about problems - a person that will listen to both views and other teachers too #9

Prepare my classes earlier in high school - freshman and sophomore years - for going to a selected college #9

Language Arts

Better English department #1, #9(4)
More varied curriculum especially in English #3
Give better English courses #5(2)
More emphasis on essays and spelling #5
Better college preparation in English, when I took the WPCT or ACT I had to guess on many of the English grammar and vocabulary questions #5
More foreign language (2 years) #6(4)
Classes such as French II to cover requirements at most Washington colleges or universities #6
Larger foreign language curriculum #8
After taking the SAT, I realized that we need better English preparation #9

Mathematics/Science

More chemistry lab #1
More science #1(2), #7
Less math #1
Algebra should be taught every year -- not just every other year #5
Larger math and science curriculum #8
Need a change in the math department #9

Vocational

Electronics classes #1
Mechanical drawing classes #1
Get better shop program #3
Need a home economics class #6
More trades in the shop classes #6(2)
More vocational classes #7, #8
Better home economics program #7

Arts

Need a creative class such as art #6
More indepth photography class needed #6

Schedules

Better schedules so that required classes don't conflict with one you might want to take #6
Better schedule #7
Have longer periods (6 periods instead of 7 a day) so we can learn more. The size of each class in our small school is just about right for learning the most we can if the class periods were a little longer #8

Activities

Bring in more assemblies dealing with life and careers #7
The high school could offer more extra-curricular activities and clubs #9
Make study hall possible #9

Miscellaneous

Better facilities #7
Organize classes better; as it is now one class gets offered a lot of history and another a lot of English #8
Give classes that would give us college credits if we want it #9
Have classes in the sophomore year to help you prepare for later on years #9
It basically is the size of the school that does not prepare you #9

Evaluation of Educational and Occupational Guidance

Seniors were asked how much help the school had given them in deciding what occupation they wanted to enter or in planning their educational plans for after high school graduation. Ten percent indicated they had a lot of help -- almost all they needed, and 30% had received considerable help but could have used more. Thirty-seven percent had some help but not very much, and 22% had little or no help. Of the students reported in the upper and middle thirds by class rank, 23% indicated they had little or no help as did 19% in the lower third. Seniors who had received lots or almost all the help they needed represented 8%, 16%, and 6% of the upper, middle, and lower thirds, respectively. From these data one can determine that 92%, 84%, and 94% of the seniors in the different class ranks, respectively, or 90% of all seniors believed they could have used more occupational and educational guidance from their high school. Grade rank in school wasn't found particularly related to seniors' need for more help.

Of the seniors without plans for further education, 50% indicated they had received considerable help in occupational or educational guidance but could have used more, 17% felt they had received some help but not very much, and 33% felt they had received little or no help. Twelve percent of the seniors whose plans would probably or definitely include more schooling indicated they had received lots of help or almost all they needed in deciding what occupation they wanted to enter or in planning their further education, and 30% had received considerable help but could have used more. Twenty-two percent had received little or no help, and 36% believed they had received some help but not very much in occupational or educational guidance. Thus, all of the seniors without plans for further education and 88% of those whose plans would probably or definitely include more schooling could have used more help in occupational and educational planning.

Fields of Interest for Further Study

Seniors were asked after high school graduation in which two fields of study they would have most interest, and they could indicate a first and a second choice. Fifty-eight fields of post-high school study activity were listed, and they were given an option of not selecting any and in writing in some other field of study. Fields of study selected as first and second choice are shown in Table II-3 by percentages selecting each.

TABLE II-3

FIELDS OF INTEREST FOR FURTHER STUDY BY FIRST AND SECOND CHOICE

Field of Study	First		Second	
	Number	%	Number	%
Accounting/Bookkeeping	5	4.0	3	2.4
Agri-Agri-Business	5	4.0	2	1.6
Secretarial	2	1.6	2	1.6
Business Administration	7	5.6	5	4.0
Computer Opr./Programmer	10	8.0	3	2.4
Receptionist/Business	2	1.6	1	0.8
Food Service Mgmt.	2	1.6	-	-
Hotel/Motel Mgmt.	2	1.6	4	3.2
Key Punch Operator	-	-	1	0.8
Advertising Art/Art	4	3.2	1	0.8
General Business	-	-	2	1.6
TOTAL BUSINESS	39	31.2	24	19.2
Agriculture-Farming	6	4.8	5	4.0
Wildlife Game Preserve Worker	1	0.8	10	8.0
Forestry	2	1.6	2	1.6
TOTAL AGRICULTURE	9	7.2	17	13.6
Cook or Baker	1	0.8	1	0.8
Beauty Operator	2	1.6	-	-
Law Enforcement	3	2.4	3	2.4
Receptionist(Medical/Dental)	-	-	2	1.6
Recreational Director	-	-	1	0.8
Social Worker Aide	3	2.4	1	0.8
Airline Stwardess/Steward	1	0.8	3	2.4
Dramatic Arts	2	1.6	1	0.8
Child Care Aide	-	-	3	2.4
TOTAL SERVICE	12	9.6	15	12.0
Dental Asst/Hygienist	4	3.2	1	0.8
Medical Lab Tech	1	0.8	2	1.6
X-Ray Tech	-	-	2	1.6
TOTAL MEDICAL TECHNOLOGY	5	4.0	5	4.0
Nursing (RN/LPN)	5	4.0	1	0.8
Pre-Medicine	4	3.2	4	3.2
Pre-Law	-	-	1	9.8
Teacher (Elem, Sec)	6	4.8	2	1.6
Pre-Engineering	-	-	1	0.8
TOTAL PROFESSIONAL	15	12.0	9	7.2

TABLE II-3 (Continued)

Field of Study	First Number	First %	Second Number	Second %
Engineering Technology	5	4.0	4	3.2
Automotive/Diesel Mechanics	6	4.8	8	6.4
Tractor/Farm Equip. Mechanics	2	1.6	3	2.4
Radio & TV Technology	2	1.6	2	1.6
Machinist	2	1.6	1	0.8
Welding	1	0.8	1	0.8
Drafting	-	-	3	2.4
Electrician	3	2.4	3	2.4
Carpentry	1	0.8	2	1.6
Truck Driving	2	1.6	2	1.6
Heavy Equip. Mechanic	1	0.8	-	-
TOTAL INDUSTRIAL	25	20.0	29	23.2
Homemaking (Full-Time)	-	-	1	0.8
Liberal Arts	3	2.4	5	4.0
None of These	1	0.8	-	-
Other	16	12.8	12	9.6
No Response	-	-	8	6.4
TOTAL MISCELLANEOUS	20	16.0	26	20.8

Largest first choice interests were in business, industrial/trades, professional, services, and agriculture fields in that order. Second choice interests were in industrial/trades, business, agriculture, and services. Seniors were asked if there was a field of study not included in the listing which can be studied in school after high school graduation in which they would be interested, and 35% or 44 seniors indicated they were. One-third of 42 seniors listed some other field of study, and they are listed below (one student listed two fields).

Business

Retail sales/fashion merchandising #1
Computer technician #3
Photography #4, #6
Broadcasting #7
On the job study for secretarial work #8
Travel consultant #8
Communications #9(2)
Executive secretarial program #9
Journalism #4

Vocational/Industrial

Auto mechanics #2
Auto body #4(2)
Mechanical drawing #5
Heavy equipment mechanics #5
More exposure to aircraft flying #6
Gunsmithing #7
Brick-masonry #8
Industrial design #8
Aviation - Aeronautical engineering #9
Aircraft pilot (flying) #6
Aerospace/military #9

Fine Arts

Music #4
Acting theatre (drama) #6
Architecture #1

Agriculture Related

Veterinary medicine #3, #6
Animal science #3, #9

Service Related

Vo-Ag teaching #9
Criminal justice #9(2)
Athletic trainer #4
Physical or occupational therapy #7, #8, #9

Science Related

Nuclear science #3, #7
Archeology #5, #8
Theoretical physics #8
Pharmacy #9

Additional High School Courses Desired

Seniors were asked if there were any high school courses they wish they could have taken which were not offered. Over three-fifths (62%) of all seniors said yes there were, and 61% (76 seniors) listed such courses. They were as shown below.

Social Sciences

Sociology #1(2), #8
Psychology #1(2), #7(2), #8, #9
Economics #8
Leadership #9

Science

More advance biology class #1, #7
Nuclear Physiology #3
More sciences #3, #5
Anatomy #4
Botony #7
Health #7
Advanced chemistry #9

Agriculture

Wildlife management #2
Forestry #5, #8, #9
Agri-business #8, #9
Forest conservation #8
French leadership Ag course #9

Languages

Spanish #1(2), #6
French #9(2)
More than one foreign language #4, #6, #7, #9
French II #6, #9(2)
Foreign languages #6
German #6, #8, #9
Difference foreign languages #9

Business

Shorthand #1, #4, #5, #8, #9
Marketing #1
Running calculators #9
Business #3, #9
Journalism #3(2)
Data processing #5
Photography #7(2)
Secretarial studies #7
Computer science #8(3), #9(2)
Medical secretarial #8
Business administration #8
General business management #9
More computer courses #4
Computer programming during freshman and sophomore years #4

Vocational/Industrial

Drafting I, I, III, #1
More mechanical drawing #1, #5
Engine mechanics #1
Welding #2
Classes pertaining to aviation #9
Heavy diesel engines #3, #5
Electronics #3(2), #7
Machinist #3

Advanced woodshop #4
Plastics #6
Automative mechanics #6(2), #9
Home economics #6(2)

Fine Arts

Pre-architectural #1
Drama #5, #8, #9
Art #6(5), #9
Handicrafts #6
Speech #9

Other/Miscellaneous

College preparatory classes #3
More advanced classes in regular courses #4
Honors courses #4
College preparatory English #5(3)
How to have correct study habits to prepare for college #5
Calculus #5, #8(2)
More electives #6
Work experience #6
Engineering #6
Sports medicine #7
Mathematical analysis/other advanced math #8
Same courses but have someone teach them where everything can be understood
Something in law #9(3)
Weight lifting #9
Some kind of school paper and annual class

High school seniors were asked if there were some courses not now offered in their high school which some students would like to take that are offered in a neighboring high school, if they thought students would be willing to ride a bus to the other high school for part of the day to take them. Over one-third (38%) believed students would be willing to ride a bus for such a purpose, and 32% indicated that maybe students would be willing to do so. Eleven percent didn't know, and 1% didn't respond; 18% didn't think students would be willing to ride a bus for the purpose. Among the districts, percentages ranged from 15% to 92% of students who felt students would be willing to ride a bus for some classes. Of seniors reported to be in the upper, middle, and lower thirds of their class by grade average, 40%, 27%, and 56%, respectively, believed students would be willing to ride a bus to take a class not offered in their high school and 15%, 27%, and 6%, respectively, believed students would not.

Long Range Occupational Interests

Seniors were asked to write the name of one job they would most like to have ten years from now. The purpose was to elicit an indication of interest in an occupational area and to determine the extent to which seniors had given thought to this matter. While ten years later the relationship might be somewhat vague between jobs seniors will actually be in and those they now indicate they are looking forward to being in, responses do reveal areas of interest and level of aspiration. These have implications for curriculum planning, assuming the characteristics of 1984-85 seniors are not too different from those that have preceded during the past several years and those who will come along in the next several years.

Percentages of responses to this inquiry are shown in Table II-4 for boys and girls, and all seniors.

TABLE II-4

PERCENTAGES OF SENIORS BY LONG RANGE OCCUPATIONAL ASPIRATIONS

Long Range Occupational Aspiration	Percentages*		
	Boys	Girls	Both
No Response	3.0	3.4	3.2
Computer Technology	7.5	0.0	4.0
Professional Other than Nursing	19.4	41.4	29.6
Nursing	0.0	8.6	4.0
Office-clerical-secretarial	0.0	3.4	1.6
Electricity or electronics	1.5	0.0	0.8
Selling-salesperson	0.0	1.7	0.8
Drafting or building trades	1.5	0.0	0.8
Mechanics	11.9	0.0	6.4
Agriculture (Farming & Related)	23.9	1.7	13.6
Airline pilot or worker	4.5	3.4	4.0
Art (Artist, commercial art)	3.0	1.7	2.4
Run own business	3.0	3.4	3.2
Laboratory technician	1.5	5.2	3.2
Entertainer	1.5	6.9	4.0
Business Management	5.9	3.4	1.6
Photography	0.0	3.4	1.6
Bookkeeping/accounting	0.0	3.4	1.6
Law Enforcement	1.5	3.4	2.4
Truck driving	3.0	0.0	1.6
Miscellaneous	7.5	5.2	6.4

*Percents may not sum to exactly 100 due to rounding error.

The largest percentage of boys expressed interest in agriculture work (23.9%), and farming was by far the most frequently mentioned type of work. Professional type work other than nursing involving a college degree and graduate or professional education was of interest for about one-fifth (19.4%); mechanics (11.9%), and computer technology (7.5%) were high occupational interest types of work. Other types of work were business management (5.9%) airline pilot (4.5%), truck driving (3.0%), art (3%), and running their own business (3%).

Types of work of most interest to girls were professional other than nursing, with teaching, and social work predominant (41.4%), nursing (86%), entertainer (6.9%), and laboratory technician (5.2%). Other types of work were office-clerical secretarial (3.4%), airline pilot/worker (3.4%), business management (3.4%), photography (3.4%), bookkeeping/accounting (3.4%), and law enforcement (3.4%).

Areas of job interest to largest percentages of all seniors were professional other than nursing (29.6%), agriculture (13.6%), business management (4.8%), computer technology (4.0%), nursing (4.0%), entertainer (4.0%), and airline work (4.0%).

Adequacy of Selected School Features

Students were asked to indicate how adequate they felt were certain selected school programs, services, and facilities. They were asked to do this by rating each of several features as good, fair, or poor.

Facilities

Shown in Table II-5 are the responses regarding selected facilities. For example, one can see that 41% of the seniors rated as good the classrooms and laboratories; 51% rated them fair; and, 8% rated them poor. Other data are to be read the same way. Viewing the data it can be seen that largest percentages rated as poor the facilities for art and dramatics, while athletic facilities were rated highest by the largest percentage.

TABLE II-5

EVALUATIONS OF SCHOOL FACILITIES

Instructional Facility	Percent By Rating			
	Good	Fair	Poor	No Response
Classrooms and Laboratories	41	51	8	-
Music	46	46	7	1
Athletic	67	29	4	-
Dramatics	16	46	38	-
Art	26	42	31	-

Academic Features

Shown in Table II-6 are percentages of students who assigned different ratings of adequacy to academic features of their respective high schools. As can be seen, the largest percentages of seniors rated as good the emphasis on athletics and number and variety of school activities. The largest percentages rated as fair all other academic features, and rated as poor by the largest percentage of seniors was the variety of courses offered from which to choose.

TABLE II-6

EVALUATIONS OF SELECTED HIGH SCHOOL ACADEMIC FEATURES

Academic Feature	Percent by Rating		
	Good	Fair	Poor
Number of Vocational Courses offered	37	47	16
Variety of Courses from which to Choose	12	60	28
Number and Variety of School Activities	54	37	9
Methods Used by Teachers	31	58	11
Emphasis on Athletics	81	15	4
Skills (Reading, Writing, Spelling, Speaking)	42	45	13
School Grading Practices	30	55	14

This feature was rated as poor by 26%, 23%, and 50%, respectively, of the seniors reported to be in the upper, middle, and lower thirds of their classes and fair by 60%, 64%, and 50%, respectively. The number of vocational courses offered was rated poor by 12%, 21%, and 19% of seniors reported to be in the upper, middle, and lower thirds of their classes and as fair by 45%, 46%, and 63%, respectively. Seniors rated number of vocational courses offered as good with 43%, 33%, and 18%, respectively, according to upper, middle, and lower class rank. Methods used by teachers were rated as good by 32% of seniors in the upper and middle class ranks and by 25% of those reported to be in the lower third. Ratings of poor were given by 6%, 16%, and 19%, respectively, of the seniors from top to lowest third class rank. Grading practices were judged as poor by 11% of the students in the upper and middle class ranks and by 38% in the lowest third, however, ratings of fair were given by 57%, 52%, and 56%, respectively in the upper, middle, and lower thirds of their class.

Emphasis on basic communication skills was rated as good by 48%, 36%, and 31%, respectively, of seniors reported in the top, middle, and lower thirds of their class and poor by 17%, 9%, and 13%, respectively. Ratings of fair were assigned by 35%, 55%, and 56%, respectively.

Guidance

Seniors were asked about selected features of the guidance system, and their ratings are shown by percent in Table II-7. Provision of information about further educational opportunities was rated as good by the largest percentage of seniors, and information on jobs/careers was rated as fair by the largest percentage. Counseling and guidance services were rated as poor by one-fourth of the seniors, while another 45% rated them as fair. One-half the seniors rated discipline as good, 39% rated it as fair, and 10% thought is was poor.

TABLE II-7

EVALUATIONS OF SELECTED ASPECTS OF GUIDANCE

Selected Feature of Guidance System	Percent By Rating			
	Good	Fair	Poor	No Resonse
Library or Counseling Materials on Jobs/Careers	26	57	17	-
Information about Colleges, Universities, and Schools	58	39	3	-
Counseling/Guidance Services	30	45	25	-
School Discipline	50	39	10	1

The provision of information on jobs/careers was rated as good by 28%, 27%, and 19%, respectively, of seniors reported in the top, middle, and lowest thirds of their classes academically and poor by 12%, 18%, and 31%, respectively. Likewise information on further education was judged good by 55%, 61%, and 56%, respectively, and poor by 3%, 5%, and 0%, respectively. While not much difference existed among seniors' evaluations of eduational information provided according to achievement level, a large percentage of those (nearly one-third) in the lowest achievement level didn't think the provision of occupational information was very good. Thirty-five percent of the seniors reported to be in the top, middle, and lowest thirds of their class by achievement level rated as poor the counseling and guidance services. Counseling services were rated as good by 28%, 36%, and 25%, respectively, by achievement level. Apparently seniors in the middle achievement level felt counseling and guidance services were best. Could the school be neglecting the top and bottom groups of students in the provision of counseling and guidance services? Further information is needed to answer that question.

Fifty-five percent of seniors in the top and 45% in the middle levels of achievement believed school discipline was good as did 38% of those in the lowest third. Those seniors in the top, middle, and lowest thirds, respectively, rated school discipline as fair by 32%, 50%, and 37%, respectively, and as poor by 11%, 5%, and 25%, respectively. Apparently, seniors in the lowest achievement level were least satisfied with school discipline.

Summary

Educational Intentions

1. Of all seniors, 11% had plans that would definitely or probably not include further education sometime after high school graduation or didn't know; 71% had definite plans for more schooling, and 18% had plans that would probably include more formal education. A range of 0% to 92% existed among the 9 schools in percentages of seniors whose plans would definitely include more schooling.

2. The next year after high school graduation 72% of the seniors expected to attend school.

3. Percentages of seniors with definite plans for college included 83%, 64%, and 43%, respectively, of the students reported to be in the top, middle, and lower one-third of their class by grade average. Of these groups by grade average, 77%, 73%, and 50%, respectively, expected to attend school the next year after high school graduation.

4. By percentages seniors whose plans definitely or probably would include more schooling expected to attend the following educational institutions: Spokane/Spokane Falls Community College (26%), Washington State University (22%), University of Washington (6%), Eastern Washington University (6%), Central Washington University (3%), Gonzaga University (2%), vocational technical institute in Washington (3%), some other college or university in Washington (11%), and college, university, or school outside Washington (11%). Nine percent gave no response as to where they expected to attend.

5. Where seniors expected to continue their education was related to their reported class rank by grade average.

6. Largest percentages of seniors whose plans definitely or probably did not include further education were interested in on-the-job training, military service schooling, and an apprenticeship.

7. Seniors' plans for further education were related to how they perceived their parents' felt about the matter.

Educational Interests

8. Largest percentages of first choice interests for further study were in the fields of business (31%), industrial/trades (20%), professional (12%), and service occupations (10%), and agriculture (7%). Largest percentages of second choice interests for further study were in the fields of industrial/trades (23%), business (19%), agriculture (14%), and service occupations (12%). Most suggested other fields of study were in the business and vocational/industrial categories.

Occupational Interests

9. The largest percentages of boys were interested in agriculture and in professional type work other than nursing. Next highest job interest areas were mechanics and computer technology. The largest percentages of girls were interested in professional types of work other than nursing, entertainment, and laboratory technician (medical, dental).

Evaluations

10. Asked how much help the school had given them in deciding what occupation to enter or in formulating educational plans after graduation, 10% of all seniors indicated they had received a lot of help -- almost all they needed. Thirty percent had considerable help but could have used more; 37% had some but not very much help, and 22% indicated they had received a little or no help. Reported class rank by grade average was not found related to the seniors' need for help in this regard.

11. All seniors whose plans did not include further education, and 88% of those whose plans would definitely or probably include more schooling indicated they could have used more help in occupational and educational planning.

12. Instructional facilities for athletics and music were rated good by the largest percentages of seniors, while largest percentages rated as poor facilities for art and dramatics. Classroom and laboratory facilities were rated good, fair, and poor by 41%, 51%, and 8%, respectively.

13. Largest percentages of seniors rated as good the academic features of emphasis on athletics and number and variety of school activities, as fair the variety of courses from which to choose, and methods used by teachers, and as poor the variety of courses from which to choose, and number of vocational courses offered.

14. Largest percentages of seniors rated as good the information available about colleges, universities, and schools (58%) and school discipline (50%). Rated by the largest percentages of seniors as fair were library or counseling materials on jobs/careers (57%) and guidance and counseling services (45%). Largest percentages assigning poor ratings were for counseling and guidance services (25%) and library or counseling materials on jobs/careers (17%).

15. Seniors in the middle third class rank group believed counseling and guidance services were better than did seniors reported in the top and bottom third groups.

16. Seniors in the lowest grade achievement rank were less satisfied with school discipline than other seniors.

17. Most suggestions about how seniors thought the high school could prepare them better for what they plan to do after graduation focused on more and better variety of courses (26%), tougher standards (11%), teaching methods (9%), and curriculum expansions in specific areas such as language arts, and and foreign languages (12%), mathematics/science (6%), and vocational subjects (7%).

18. Of all seniors, 62 percent indicated there were courses they wish they had taken but which were not offered; 61% listed such courses. Fields in which specific courses were desired were business (19%), vocational/ industrial (15%), foreign languages (14%), fine arts (10%), social science (sociology/ psychology/economics - 8%), advanced science (7%), and agriculture (6%).

19. Well over one-third of the seniors (38%) believed students would be willing to ride a bus to take some course(s) not now offered by their own high school, at a neighboring high school, and 32% believed maybe students would be willing to do that. Eighteen percent didn't think students would be willing to ride a bus for such a purpose; 11% didn't know, and 1% gave no response. Higher percentages of students in the top and bottom third of their class than in the middle third believed students would be willing to ride a bus for the purpose, and a higher percentage of seniors in the middle third than others believed students would be unwilling to do so.

CHAPTER III

INFORMATION FROM PARENTS OF FIFTH GRADERS

Questionnaires designed for the purpose were distributed to parents of children in the fifth grade at each elementary school in the nine participating districts. The purpose was to gather information and opinions about parents' present educational interests and their long range plans and aspirations for educational and occupational training for their children. Questionnaires were distributed with a cover letter signed by the district superintendent urging cooperation in completing the questionnaire and returning it to the school in a sealed envelope provided for the purpose. Children in grade 5 typically represent a cross section of the younger age community residents with children in school.

Characteristics of Parents Responding

Questionnaires were returned by 107 or 89% of the parents. Responses ranged from 65% to 100% among the districts based upon numbers of children reported enrolled October 1 during the 1984-85 school year. Parents of male pupils represented 46% of the responding group, while 54% were parents of female pupils. A large percentage of respondents (76%) were mothers, 23% were fathers, and 1% were other persons.

Shown in Table III-1 are the percentages of heads of households by location of work. It can be seen that over one-half (56.2%) of the household heads were reported working within the school districts; 17.2% worked in Colfax or Pullman; 7.6% worked elsewhere in Whitman County, and 3.8% gave no response.

TABLE III-1

PERCENT OF HOUSEHOLD HEADS BY LOCATION OF WORK

Location of Work	Percentages
In the school district	56.2
In Colfax	4.8
In Pullman	12.4
Elsewhere in Whitman County	7.6
Outside Whitman County	15.2
No Response	3.8

Of the Palouse respondents 55% worked in Pullman, and of the Rosalia respondents 30% worked out of the county (probably Spokane).

Over one-half (53%) of all respondents had resided in the area served by the elementary school over 10 years. Fourteen percent had lived in their district one year or less; 12% had lived in the district 2-5 years, and 20% had been there 6-10 years. Thus, about one-fourth (26%) had lived in the district 5 years or less, but rates varied among the districts. Population movement in the study area appeared to be relatively stable.

Parents were asked about their highest level of educational attainment. The results, shown in Table III-2, reveal that 29% and 25%, respectively, of the fathers and mothers were college graduates.

TABLE III-2

PERCENTAGE OF PARENTS BY HIGHEST LEVEL OF SCHOOL COMPLETED

Highest Level of School Completed	Parents	
	Fathers	Mothers
Elementary School Graduate	1	5
High School Graduate	31	34
Some College	32	32
College or University Graduate	29	25
No Response	7	4

Another 32% of both had completed some college, but 31% and 34%, respectively, of the fathers and mothers highest level of schooling was high school graduation. Five percent of the mothers, and 1% of the fathers did not complete high school. About 6 of every 10 parents had attended college, and this represents a relatively high percentage.

Parents' Educational Expectation for Their Children

Based on the premise that parents do influence, to some degree, the actions of their children, efforts were made to assess the parents' educational expectations for their children. Parents were asked, based on their child's grades so far in school, what level of education they expected their child to complete. These data are presented in Table III-3. Parents were permitted to indicate one or more levels or types of education, and some did; therefore, percentages sum to over 100.

TABLE III-3

LEVEL OF EDUCATION PARENTS EXPECTED CHILDREN TO COMPLETE BY GENDER OF CHILD

Level of Education	Percent		
	Son	Daughter	Both
High School	23	9	15
Trade, Technical/Vocational School or Institute	31	18	24
Two-year Community College	8	28	19
Four-year College or University	60	75	69

Only 15% of the parents indicated high school was the level at which they expected their child to complete. Over two-thirds (69%) expected the child to complete a four-year college or university education. However, 43% cited a two-year community college or a trade, technical/vocational school or institute. Some who expected the child to complete a four-year college degree also planned for the child to first complete a program in a two-year educational institution.

Of interest is the finding that the largest percentage of parents expecting their child to attend a community college were parents of girls, but the largest percentage expecting their child to attend a trade, technical/vocational school or institute were parents of boys. It appears that possibly some parents did not associate vocational/technical preparation with a two-year community college. Three-fourths of the parents of girls expected them to complete a four-year college program compared to 60% of the parents of boys.

Parents were asked how certain they were that their children would continue their education or training after completing high school. As shown in Table III-4, no parents indicated their child would definitely or probably not continue their education beyond high school, however, 13% were uncertain. This

TABLE III-4

PERCENTAGE OF PARENTS BY CERTAINTY THEIR CHILD WOULD CONTINUE SCHOOLING AFTER HIGH SCHOOL

Certainty Child Will Attend	Percent		
	Son	Daughter	Both
Definitely Plan on his/her attending	56	63	60
Probably attend	25	26	26
Uncertain	19	9	13
Probably Not Attend	-	-	-
Definitely Not Attend	-	-	-
No Response	-	2	1

percentage coincides fairly well with the percentage indicating high school as the level of education expected. Sixty percent of all parents responding indicated they definitely planned on their child continuing school beyond high school, and 26% indicated the child would probably attend. An analysis between level of parents' education and how certain they were the child would continue their education showed that the higher the parents' level of educational attainment, the more certain they were their child would gain higher levels of education

An analysis was made to determine how the educational attainment of parents might be related to parents' aspiration for their child 's expected educational attainment. These data are presented in Table III-5. One can see, for example,

TABLE III-5

PERCENT OF PARENTS BY EDUCATIONAL ATTAINMENT
AND EDUCATIONAL EXPECTATION FOR CHILD

Level of Education Expected For Child	Percent By Level of Parent Education							
	Elem.		H.S.		Some Col.		Col. Grad.	
	F	M	F	M	F	M	F	M
High School	100	60	22	28	12	9	10	-
Trade/Tech/Voc Sch	-	40	47	39	24	18	-	4
Community College	-	0	28	36	18	6	10	12
Four-year College or Higher Degree	-	60	47	44	71	77	97	96

that 100% of the fathers with less than a high school education expected their child to complete high school as did 60% of the mothers with less than a high school education. On the other hand it can be seen that 97% and 96%, respectively, of the fathers and mothers with a college or higher degree expected their child to complete a college or higher degree. The results show a relationship between parents' level of education and expectations for their child's education.

The relationship was investigated between length of time parents had resided in the area and level of education they expected their child to complete. Over one-half (53%) of the parents that had lived in the district one year or less expected their child to complete a four-year college or higher degree compared to 68% that had lived in the area 2-10 years and 73% who had been residents over 10 years. Larger percentages of parents who lived in the area 5 years or less than those whose residence was longer expected their child to complete high school as the highest level of education. Length of parental residence seemed unrelated to the expectation their child would attend a community college. Attendance at a trade, technical/vocational school seemed also unrelated to length of residence for over a year. However, a much larger percentage of one year residents than others expected their child to attend such a school.

Financial Planning for College Attendance

Parents planning for their child to attend college were asked which plan best describes how they intend to finance further education and training. They were asked to indicate one or more plans or to explain a plan not included among the options from which they could choose.

Over one-fifth (21%) had no plan to finance their child's education, and 6% were leaving it up to the child. Over one-third (36%) had a definite educational savings plan. Over one-half (52%) indicated they would help their child work their way through. Seventeen percent expected the child to win a scholarship, and 6% expected their child to receive further schooling at government expense (e.g. military school). Five percent identified some other type of financial plan.

Parents' Interest in Child's Job Preparation

Parents were asked to indicate for which type of work they were most interested in having their child prepare. As can be observed in Table III-6, the largest percentage, or 50%, desired professional careers for their children.

TABLE III-6

PERCENTAGES OF PARENTS BY TYPE OF JOB ENTRY DESIRED FOR CHILDREN

Work Type	Percents		
	Sons	Daughters	Both
Skilled Trade	27	5	15
Semi-professional, Technical, or Middle Level Business	19	40	31
Work on Family Farm or Business	4	-	2
Professional Career	46	53	50
None of these	-	2	1
No Response	4	-	2

Another 31% desired semi-professional, technical, or middle level business occupations, and 15% indicated a skilled trade. Two percent desired their child to work on the family farm or in a family business. Two percent didn't answer, and 1% indicated none of these broad fields fit the type of work desired for their child. A larger percentage of girls' parents than parents of boys indicated desire for their child to enter a middle manpower type of work. This coincides with educational expectations for girls to attend a community college. A higher percentage of girls' parents than others expected their child to enter a professional career.

Evaluations of School District Performance

Parents were asked to rate (grade) the performance of their local school district and the educational program offered using the same sort of grading system used for grading student performance, namely, A, B, C, D, and F. Shown in Table III-7 are the results. One can see that ratings varied by district, but, overall, two thirds of the parents gave a grade of A or B. This would indicate a reasonably good opinion of the school district performance throughout the area. No school district was rated F, and only 3% of the respondents gave less than average performance rating. Schools receiving the highest assignment of each grade is indicated by the underlined percents.

TABLE III-7

PERCENTAGES OF PARENTS BY SCHOOL DISTRICT EVALUATION

School	A	B	C	D	F	NR
1	-	50	30	20	-	-
2	14	57	29	-	-	-
3	22	44	33	-	-	-
4	9	65	22	-	-	4
5	25	50	25	-	-	-
6	-	46	36	9	-	9
7	-	47	53	-	-	-
8	40	60	-	-	-	-
9	33	42	25	-	-	-
TOTALS	14	52	29	3	-	2

Evaluations of Educational Programs

Information is presented in Table III-8 for evaluations of the educational programs.

TABLE III-8

PERCENT OF PARENTS BY EDUCATIONAL PROGRAM EVALUATION

School	A	B	C	D	F	NR
1	-	50	40	10	-	-
2	14	57	29	-	-	-
3	22	33	44	-	-	-
4	17	61	17	-	-	4
5	13	37	50	-	-	-
6	-	64	27	9	-	-
7	-	13	53	27	-	7
8	20	60	10	-	-	10
9	25	33	33	8	-	-
TOTALS	12	46	32	7	-	3

One can see, for example, that 50% of the parents in school district #1 rated the educational program B, while 40% and 10%, respectively, assigned a rating of C and D. Other percentages are to be interpreted the same way. One can see that district 9 received the largest percentage of A ratings, district 6 the largest percentage of B ratings, and district 7 the largest percentages of C and D ratings. No parents assigned an F rating. Overall 58% of the respondents assigned an A or B rating to their school's educational program, 32% a C rating and 7% a D rating; 3% gave no response, and they were from schools 4, 7, and 8.

Priority for Improvement

Parents were asked how high a priority they placed on the need for improving existing educational programs offered in the schools, and the results are shown in Table III-9. No respondents indicated the need for improvement was of low priority, so that category is not shown.

TABLE III-9

PERCENTAGE OF PARENTS BY PRIORITY FOR PROGRAM IMPROVEMENT

School	PRIORITY LEVELS				
	Medium	High	Top	Don't Know	No Response
1	-	60	30	10	-
2	29	43	28	-	-
3	11	22	67	-	-
4	4	61	26	4	4
5	12	63	13	12	-
6	-	46	27	27	-
7	-	40	53	7	-
8	10	60	10	10	10
9	25	17	50	-	8
TOTALS	9	47	34	8	3

The largest percentages of all respondents in each district indicated they believed the need for improving existing educational programs was either a high or top priority. Two-thirds (67%) of the respondents of school 3, 53% of school 7, and 50% of school 9 indicated the need for improvement was of top priority. The largest percentages of respondents from other schools giving one of the responses indicated the need for improvement was of high priority. It may be worth noting that 20% of the respondents from school 8 either didn't respond or indicated they didn't know.

Relationships of Evaluation and Educational Level

An analysis was made to determine what relationship there might be between evaluations given and level of education attained by the parents. A slight relationship seemed to exist in the evaluation of school district performance between fathers' level of education and rating assigned. Although the largest percentages of all evaluations were B, regardless of educational level of the father, of A ratings, the largest percentage (47%) were from households where the father was a college graduate. The largest percentage (36%) of B ratings were from households where the father had some college, and the largest percentage (37%) of C ratings came from households where the father was a high school graduate with no college. D ratings were not related to level of fathers' education.

A similar picture emerged regarding educational level of the mother and all evaluations. The largest percentages of A, C, and D ratings were assigned from households where the mother was a high school graduate with no college, and the largest percentage of B ratings were from households where the mother had some college.

In evaluations of the educational program, the largest percentages of ratings was B regardless of educational level of mothers or fathers. The largest percentage of A ratings came from households where the father was a college graduate (31%) and the mother was a high school graduate (39%) or had some college (39%). There was no relationship of B ratings to fathers' education, but the largest percentage (38%) of B ratings were from households where the mother had some college. The largest percentage of C ratings were from households where the father had some college (41%) and the mother was a high school graduate who had not attended college. The largest percentage of D ratings were from households where both the father and mother were high school graduates with no college.

The largest percentages of parents evaluating need for improvement as "high" were from households where both fathers and mothers either had some college or were college graduates. Largest percentages of indications that the need for improvement was of top priority came from households where both fathers and mothers had completed high school or a lesser level of education.

Length of Residence and Evaluations

The largest percentage of responses that the need for improvement was of top priority came from families that had resided in the districts one year or less. The largest percentages of parents rating the educational program C and D had lived in the district one year or less, while the largest percentages giving a rating of A or B had lived in the district longer with the largest percent of A ratings from 6-10 year residents. The largest percentage of parents rating school district performance lowest (C or D) had lived in the district over 10 years. The largest percentage rating district performance A were 6-10 year residents.

Recent newcomers to the districts rated the educational program lowest and believed the need for improvement of the educational program was highest. Long term residents gave district performance a higher rating than did more recent residents.

What Parents Believe is Best about the Schools

Parents were asked to list at least two things they thought were best about the schools. Their written comments are presented below under several topical headings by school. If a school does not appear in the listing under a topical heading, there were no comments of that type.

Teachers/Administrators

School #1

5th grade teacher
Interest in fairness of teachers
When my child needs extra help in his work, the teacher will call and talk to me about it and will also send me home notes to let me know.
Teachers who care very genuinely how each child is doing with their studies and also socially.
Personal interest and fairness of teachers and administrators

School #2

Teachers really care about students
Teachers try to give students extra attention when needed

School #3

The teachers care
Staff that care about their work and the students

School #4

Excellent elementary staff and curriculum and an improving high school staff
Teachers on top of children and subjects
The superintendent
Availability of (a person) to help or answer questions by parents
Helpfulness of most teachers to help children
Teacher cooperation
Good teachers (2)
Quality of teaching staff in grade school
Teaching staff very good

School #5

Teachers' attitude
Teachers
A caring staff on the whole; one that is willing to spend extra time with students who need it

School #6

Understanding of teachers and your child's problems
The great job the teachers are doing with the budget cuts
Accessibility to teachers

School #7

Good teachers
Excellent grade school principal
Good teachers that present an excellent program especially considering that many of them must teach in many subject areas
Administration's effort to upgrade teacher quality and improve communication with teachers and community
Lot of really good teachers
Good teachers
Elementary teachers seem very dedicated

School #8

Teachers have concern for students to learn at the peak of their abilities
Teaching staff
Our teachers and administration

School #9

Availability of administration for any type of discussion with parents
Attitude of principal and staff - - they are open to communication and caring and concerned about the individual

Teaching Methods - School/Class Size

School #1

Personal attention
School is small enough for teachers to have more one-to-one type teaching
Student-teacher ratio

School #2

Homework I think is important
Small class size
Individual attention
Small classes allow more individual attention and student/teacher interaction
Small school allows closer monitoring of possible drug and discipline problems
Small classes - more time for teachers to spend with each student
Because the school is small there is a good professional and personal rapport between teachers and students

School #3

Small classes (2)
Opportunity for one-to-one instruction
Individual attention to students
Individual help each child can expect because of the small classes
Individual instruction
Individual attention available to each student because of small classes
Small classes where the kids can get individual attention is great

School #4

Small size school; if my kids need help the teachers see it and have time to help
They're now using phonics and teaching kids to memorize addition and subtraction facts so they don't have to count on fingers
Small classes (2)
Size - I believe you get a better education at a smaller school -- teacher student ratio

School #5

Discipline
Positive learning atmosphere
Individual help for students
Small classes for my children; I feel they get the attention needed
Like small community school-child isn't lost in the system

School #6

Class size- student/faculty ratio
Smaller schools allow more kids to participate in more things and experience more
Small classes
Small school enables more individualized attention
Small size of classes (student/teacher ratio)
Small student-teacher ratio, more individualized instruction
Positive attitude and confidence installed in the students
Positive and supportive faculty encourage student growth and development
Small classes and group exchanges between classes and age groups such as in important projects
Concern with teaching -- making kids learn
Willingness to help with individual kids
Student-teacher ratio

School #7

Child/teacher ratio
Small schools help promote a personal community feeling
Small classroom enrollments help promote a more individual personalized instruction
The students get a lot of attention
Teacher to pupil ratio in some areas
Size - not crowded
Small classes for individual attention
Small class size

School #8

Smaller classes so closer teacher-student association in teaching and learning
One-to-one relationship with the teacher
We have smaller classes so there is more individualized help from the teachers

School #9

Individual attention (small classes)
Small classes (which should mean individual help)
School small enough to allow more individual attention
Small ratio between teacher/students
Way different grades do things together
That we are a small school
Small classes

Educational Programs

School #1

Sincere effort for excellence in the educational program
Sports program
Quality of education
Reading program is very good

School #2

Music and computer programs
The grade school
Concentration on the basics

School #3

Resource room - Chapter I
Special reading and math classes
Special education classes are good

School #4

Math - science
Quality of instruction given
Reading program
Recognition of scholastic achievements

School #5

Opportunities with IVAC program

School #6

Positive reinforcement (e.g. good citizenship awards)

School #7

Math, Science, English (?) too early to tell for sure
Sports -- all the children have a chance
Sports program
Good sports teams
Good place to play sports

School #8

Sports
Problem solving program in grade school
Ungraded reading and math programs in grade school
Reading program
In the grade school the rotating elective program they have for the upper grades
English program
Math education
Advancement of students that excel in a given area
Sports program

School #9

Strive for excellence (children seem to have to work to earn grades)
Having sports for girls to be involved in as there is for boys
The resource room does a tremendous job
Emphasis on learning
Way resource room is run
Math program
Ag program
Music Program
Resource room
PE programs (total participation)

Relationships

School #1

Good relations between administration and parents

School #2

Closeness of student and teacher relationship

School #3

Teacher-child relationship
Relationship between student and teacher and between older students and younger students

School #4

I feel free to talk to the teachers whenever I have any questions or concerns
Feeling of belonging and togetherness
School use of adult advisement groups for input into the school system
School cooperation with community
Cooperation shown by members of staff and administration
Parent-teacher relationship is good
Students have a good relationship to their teachers and to each other

School #5

The new pride in school and teacher involvement

School #6

Social environment e.g. appropriate discipline and lack of drugs
Communication from principal through newspaper articles
Parent-teacher relationship

School #7

Newsletter that is sent is helpful
The community that supports the school
Community that supports the school financially

School #8

The relationship among the kids

Resources

School #1

Location/facilities; school buildings
Large tax lease to draw from

School #3

Location

School #4

Excellent physical plant and adequate instructional materials and supplies
New computer system
Facilities for students
Good facilities

School #6

Facilities

School #9

Confident that school funds are spent wisely

Miscellaneous

School #4

Very good school board

School #5

Location in community
Hot lunch
Present attitude of looking for alternatives and not getting complacent with present problems of funding

School #6

Less stress than in larger cities

School #7

New Apple machine
Area of location

School #9

Wildcat plan

Opinions About How Schools Could Be Improved Most

Parents were asked to list at least two ways they thought the school could be improved most. Their comments are presented by school under several topical headings. Comments are presented verbatim except for the mention of any names of persons involved with a comment.

Courses/Classes/Programs

School #1

Art program - increase availability
Need to give music program more priority. At this time the scheduling keeps many juniors and seniors from taking part. This is killing our music department.

Need computer program and foreign language introduced at the grade school level.
Need to let the teachers that are qualified for a particular course or activity track that course or activity. Utilize the talent that is there.
By offering a few more classes for younger students - maybe a foreign language - more computer or public speaking, which is for younger personal deportment helping for their confidence and poise.
More subjects for the high school
Need grade school athletic program
Need foreign language in grade shcool, typing courses as well.
We can always improve by enlarging the curriculum as much as possible, but maybe if we spent more time on improving the basics it would be more beneficial--particularly early grade school (1-6)
In the social studies program I feel there should be more emphasis put on the social impact of historical and daily events (e.g. economical, political) to better the understanding of the importance of dates and places.

School #2

Add more course variety. The problem is with a small school the competition is not too tough-- the students don't work so hard.
Cooperation between schools on special classes
Cooperation with other schools
Prepare them (students) more for college
More emphasis on English

School #3

More practical application of applied skills such as manual skills
More emphasis on mathematics possibly
More importance put on educational studies
Offer a wider variety of academic curriculum
Avoid combination classes
Need a vocational agriculture program

School #4

More emphasis on academic and less on sports
English and home economics departments
More availability of the computer program to all the classes
Better prepare students for attending a four-year college
Offer a better home economics and English department
More high school classes offered

School #5

Implement a program of speed reading
Teach study habits i.e. how to study for tests and daily written work
Initiate and carry out a gifted program
Teach students more practical applications i.e. helping them relate what they learn to actual living experiences

Limited class selection must be expanded through means of cooperation between schools, individual programs, video programs, extension courses, etc.
Don't have so many combination classes
Is two hours of science per week equal to 5 hrs of PE per week?
Opportunity for the more gifted students to be challenged -- not just with extra work -- maybe a computer class, creative writing-- something that will stimulate their minds. We tend to just educate our average and slow learners.

School #6

Cut out some of the things that are such a waste of time, all the holiday extras - Christmas, Valentine Day, and Halloween
Greater diversity in class offerings
Child on both extremes of intelligence should be aided and challenged, Numbers of slow in classrooms hold back gifted; gifted children need a challenge too.
Determine grade level goals and objectives. Curriculum should be identified -- goals and sequential objectives identified -- as a yardstick for concept development.
Upgrade science classes
More and varied course offerings in the high school
Have art and home economics
Cooperate with (neighboring district) for expanded curriculum in science, foreign language, literature, political science, economics, and social sciences.
Better shop program.

School #7

Put less money and importance in sports programs and more into the 3R's
Less emphasis on sports
Cooperative extension of courses
Career guidance made available to all children
General upgrading in the teaching of citizenship and supervision therefore in the school, i.e. foul mouth, disrespect, food fights, etc.
The Ag department needs a drastic overhaul, either by replacement or supervision of personnel and program. At present it is a negative educational experience!
Broaden curriculum choices. I realize it is difficult for a small district to give "full" quality programs to both their college bound students and those desiring a vocational education, but there must be other alternatives to 2 or 3 classes of PE or towel folding.
More options in classes to choose from at high school level. A lot more could be done to make the students aware of the many career opportunities they have. Some of this counseling should be done at a younger age. It might help give some students a goal they can work for in high school.
More emphasis on basic three R's in K-6 grades with good reinforcement in these areas in grades 7-12.

Art program
Better education - more programs to define the children's talents
More emphasis on penmanship and grammar
Less sports - more math, reading, writing
Too much emphasis on sports and not enough on academics

School #8

Make room for another academic course or study hall by eliminating the PE (during school) requirement in lieu of turning out for sports in high school; in other words, let turning out for sports count as PE
More vocational courses
More reading; more computer classes
Too much emphasis on sports. Athletics are important, but the focus is wrong. Academics should be top priority.
Work with parents to develop a preparatory program for students entering kindergarten. Send home summer objectives students could work on during summer break
More types of classes made available (such as more computer, foreign language, etc.)

School #9

Too much emphasis put on sports and not enough on the arts, language, and computers -- we've got to keep up or the children won't be prepared to go on to college or other training
More emphasis on enrichment programs
Better English classes; more computer classes

Out of Class School Activities/Conditions

School #1

Improved recess program with some directed and non-directed activity time with teacher aid supervision.
Need FFA program re-established (a neighboring) school district has an excellent program and possibly we could work with them.
Need sports program that develops at grade school level and follows through to high school. It seems right now we are hit or miss. High school coaches should develop it at grade school level.
Better control in the lunch room at all times, especially throwing food on floors and walls.
Keep the grade school teachers out of high school sports.

School #2

Practice for sports during the day especially for those not yet in high school.
Elimination of loud music (?) in the student lounge. The students need to respect a learning atmosphere more than they do at present.
The band is progressing greatly. I would like to see a vocal choir for those students who don't want to be a band member.
Main dish lunches need improvement.
A better P.E. program for grade school -- not just sports but a fitness program.

School #3

Less emphasis on sports and games closer to home
We don't need as much sports, or as much time spent on sports
If a child is going to play in sports, his grades should be checked weekly and if they have fallen, the child should not be able to play.

School #4

Have a more positive attitude toward sports
Give the student body more say in governing themselves
Indoor recesses, PE and noon hours when it is raining, snowing, or below 30 degrees
Improve the food

School #6

Have planned activities at recess
Hot lunch program (2)
Enrich the curriculum with non-academic activities
Combine bands (with neighboring district) and treat as extra-curriculor activity.

School #7

Increased discipline
Stricter rules for children to follow
Not so much emphasis on sports
Children should not be allowed to play rock music at anytime in school. That is disgusting! Teachers should not allow rock music in their classroom as rewards for the children.
All kids should be given a chance in everything; no favoritism.
Broaden choice of extra-curricular activity. If a student does not excell at sports, his alternatives are few.
Clamp tighter on eligibility requirements for student participation in extra-curricular activities (academically speaking).
Strict discipline enforcement on controlled substance abuse and wreckless driving during noon hours (especially during noon hour).
Have after school practices through by 6 p.m.
New sports program

School #8

Schedule a study hall for college bound students who also play sports in high school
More discipline

School #9

More variety sports for girls (softball)
Should have PE every day, that is, those who don't have recess (7th and 8th)
When children play sports, they should all play at least one-half of every game, win or lose
More funds allocated for FFA
Higher grade average required for any sport participants -- C average minimum

Teaching Methods/Practices

School #3

Better utilize classroom time. Classroom time should be allocated for the student to read-write-complete daily work. Teachers should structure their instruction around a lesson plan. Teachers should correct papers and tests--not the students. All answers to test questions should be contained in the daily lecture. Teachers should lecture covering the day's lesson.
Use class time to the very best advantage
Make-up work not to be done during all recess time in a day
Students should have to work much harder to obtain the grades they are now receiving with less work.
Keeping above average students busy and interested

School #4

Put more emphasis on thesis papers in earlier grades

School #5

Challenge the students more

School #6

Higher expectations of student athletes (not on the field but in the classroom)
Take away grades at least in primary grades
Don't give so much busy work

School #7

More field trips on things students are studying

School #9

Using percentage scores and averaging in younger grades (3 and 4) seems too high pressure for students this young
Raise passing grade for all daily work as well as tests to 75%
Get the teachers to actually teach more in the classroom instead of so much ditto work. Get up in front of the class and express it until they all get it.

Relationships/Communications

School #1

Need good communication between faculty, administration, school board, parents, and teachers. Feel we are really lacking in that department.
Better parent-teacher relationships

School #3

Get more parent input i.e. start PTA or some like organization
Send home more written information about what is happening or being planned at school-- not everyone is aware of previous or current plans
I liked the year that parents got a copy of the SRA tests and then the explanation of how to read them
As small as the classes are I believe a parent could be informed if their child's grades drop just as soon as they start instead of waiting until the end of the quarter.

School #4

More communication between parents and teachers
More communication between teachers as to the problems or capabilities of individual students or an entire class
More communication from school to parents; high school students seldom relate information to parents
More respect: students toward school facilities, students toward teachers and other students, and teachers toward students
Better communication between school and parents
Communication between teacher, principal, superintendent, and parents
Discourage the bad language that some students use daily
Behavior and guidelines of discipline should be clearly understood by parents, children, staff, (administration), and school board. (clear objectives and guidelines identified)

School #6

Attempt more parent involvement--don't be so closed about information. More involvement of teachers in the community, e.g. active in local organizations to get to know the people better
Attitude toward kids could be improved; less sexist attitude

School #7

Community needs better knowledge on how the school operates

School #9

Like to see a meeting between parents and teachers and parents and administrators so we can ask what is going on with things. Where is the money being spent? etc.

Teachers/Staff/Administration

School #1

Teachers should live in (our town) so they really get to know the children, parents, and townspeople as individuals.
Administration awareness of school and community problems
More teachers and teachers aides
New teachers that are trained in the subjects they teach
Teachers should be graded so they could see where they might improve

School #2

Teachers should keep up-to-date on teaching skills
Weed out some teachers

School #3

Allow teachers to instruct in their major or minor fields only
The teacher should be in the classroom and available to answer the students questions on a one-to-one basis
Teachers teaching in their own fields
Disallow teachers to teach the same class two years in a row

School #4

Language of teachers to students whether in the classroom or on the athletic field

School #5

Not all students can achieve the best results with some teachers. We must be aware of this and give them more choices and especially not subject that child to more than one year of negative growth

School #6

Continued teacher and administrator training and education
Broaden curricular offerings
Strive to obtain better teachers
Encourage teachers to live within the school district

School #7

More teachers
Better wages for better teachers and less pay for the sandbaggers
There are a few bad teachers. It is frustrating to see poor quality programs because it is difficult to remove those teachers.
Full-time resource room persons for grades 1-6, if slow learners are to continue to be in their regular classes

School #8

More staff - some classes seem to be left unattended for periods of time.
Merit pay for teachers (Some of our teachers should be getting more pay for all the extras that they do)

School #9

Having some of the teachers take a real interest in what is best for the student educationally
Several poor quality teachers -- if necessary to retain them, they should be put in a non-teaching position
By getting on a few of the teachers. There are some very poor teachers and I believe the only way this is going to change is by keeping after them

Facilities/Equipment

School #1

Better gymnasium

School #5

More computers

School #7

Slow in updating educational supplies

School #8

Updated buildings - new school facilities
Updated grade school building

School #9

More playground equipment needed (from childrens complaints)
Buy more text books and desks

School Size

School #1

We should all keep in mind that "larger does not always mean "better". To me, an excellent small school is preferable by far to a larger mediocre school.

School #2

Keep the school open. Don't close it because other children have decided to move elsewhere for other athletic or academic reasons. This school provides a good education for the students, and it would be a shame for it to close.

School #4

At some point in time all smaller schools may be forced into consolidation due to many factors -- but not until its necessary

Miscellaneous

School #4

Shorter bus routes for some of the students
Students lack direction in the school. Each student has their own purpose, but there is no support for the school as a whole. The school needs a unified direction and goal to follow
Train older students to help the bus driver in emergency situations and better CB contact when needed in bus facilities

School #7

Schools should share specialized teachers

School #8

Bus service to lunch in the winter

School #9

Put first graders in a room that is not next to the band room

How Parents Get Information About the Schools

Parents were asked how they got most of their information about the schools. Below are shown the sources of information and the percentage in parenthesis.

News releases (10%)
Street Gossip (4%)
School Board Meetings (11%)
Their Child (41%)
Other Parents (22%)
Parent Newsletters (27%)
Mailed Community Newsletters (32%)
Other Ways (11%)

Five percent of the other ways included either working for the district or having a spouse that worked there. One percent got information from teachers, 1% attended school activities, 2% indicated a combination of the sources mentioned above and 2% had direct contact, or "go in and ask". Sources of most information varied by district. Largest percentages of parents indicated they got most of their information about the schools from their children in schools 2, 3, and 9. In school 6 most information was from parent newsletters, and in schools 1, 5, and 7 most information was from mailed community newsletters. In school 4 most information was from children and parent newsletters; (39% each). In school 8, most information was from children and mailed community newsletters.

Opinions About Selected Options for Improvement

Parents were asked if they would prefer to let the school offer only the programs currently offered. Nearly three-fourths (71%) said no, 17% didn't know, 4% gave no answer, and only 8% would leave things the way they are.

If there are some existing high school courses with very small enrollments which could be improved if offered jointly with a neighboring district, two-thirds of the parents (67%) would favor such a cooperative arrangement, and another 22% indicated maybe they would favor such an arrangement. Nine percent would not favor such a cooperative arrangement, and 2% gave no answer to this idea.

Percentages definitely favoring such a cooperative arrangement varied among the schools as shown below.

School	Percent	School	Percent
1	50	5	75
2	86	6	82
3	89	7	60
4	74	8	60
		9	42

Percentages definitely not in favor of such a cooperative arrangement varied also as shown below.

School	Percent	School	Percent
1	30	5	0
2	0	6	9
3	0	7	13
4	11	8	10
		9	8

Most objection to a cooperative arrangement was registered by parents of school #1. Largest percentages of parents who indicated that maybe they could support such an arrangement were in schools #1(20%), #5(25%), #7(27%), #8(20%), and #9(50%).

Two-thirds (67%) of all parents indicated that two or more schools should cooperate in jointly offering courses that cannot be given alone by their junior high/senior high school or in neighboring district schools. Such courses might include foreign languages, advanced mathematics, or science, computer science, vocational subjects, art, music, and others. Another 19% thought that maybe schools should cooperate this way to expand offerings, but 10% were opposed to the idea, and 3% indicated they did not know; 1% gave no response. Percentages of parents favoring or who believed perhaps the possibility existed for cooperative action to jointly offer such courses varied among the districts as shown below.

School	Percent		School	Percent	
	Yes	Maybe		Yes	Maybe
1	70	-	5	88	13
2	57	43	6	91	
3	67	22	7	47	27
4	78	17	8	60	10
			9	50	42

Personal Interests of Parents in Educational Activity

An astounding 80% of all parents indicated they would have interest in studying on a short-term non-credit basis along with other adults having similar interests a topic of special interest.

Respondents indicating such an interest were asked to indicate the type of special interest course which would be of most interest to each parent. Results are presented in Table III-10. For example, one can see that 8% of the mothers and none of the fathers were reported to be interested in painting. Other data are to be read in the same way. Topics of greatest interest among women were painting, photography, practical consumer topics (taxes, home buying, law, investment, etc.), ceramics, and secretarial skill refresher. Of most interest to men were photography and practical consumer topics.

TABLE III-10

TOPICS OF SPECIAL INTEREST FOR STUDY BY PARENTS

Topic	Percent	
	Mother	Father
Painting	8	-
Ceramics	6	-
Photography	8	8
Applied Psychology	4	-
French	1	-
German	-	1
Spanish	4	2
How to Study	1	-
Speed Reading	-	2
Creative Writing	-	2
Oral Communication	2	3
Contemporary Literature	1	-
Fabric and Apparel Construction	1	-
Typewriting	2	1
Secretarial Skill Refresher	5	-
Practical Consumer Topics	8	8
Self Defense	2	-
Interior Design	2	-
Management Principles and Skills	4	1
Landscape Design	2	1
Horse Management	2	-
Sight Singing	1	-
Fashion Awareness	1	-
Mathematics Refresher	-	1
Heating, Refrigeration, and Air Conditioning	-	3
Appliance Repair	-	3
Other	6	11

Summary

Based on the information collected from parents of children in grade 5 among the 9 school districts, the following summary items seem appropriate.

1. Population movement in the study area appeared to be relatively stable as three-fourths of the parents responding had lived in the district over five years.

2. A relatively high proportion (6 of 10) of parents had attended college as the highest level of educational attainment; 29% of the fathers and 25% of the mothers were college graduates.

3. Levels of education parents expected their child to complete were: four-year college or university (69%) and a two-year community college or trade, technical/vocational school or institute (43%). The largest percentage of parents expecting their child to attend a community college were parents of girls, and the largest percentage expecting their child to attend a trade, technical/vocational school or institute were parents of boys.

4. Sixty percent of all parents definitely planned for their child to continue in school after high school graduation, and 26% indicated their child would probably do so. The higher the educational attainment of parents, the more certain they were that their child would attain higher levels of education.

5. The longer the parents had lived in the area, the larger was the percentage that expected their child to complete a four-year college or higher degree. Length of residence was unrelated to expectation that a child would attend a community college or trade, technical/vocational school or institute, however, a larger percentage of one-year residents than others expected their child to attend a vocationally oriented shcool.

6. Twenty-one percent of the parents expecting their child to attend college had no plan to finance their child's education; 36% had a definite savings plan, and 52% indicated they would help their child work their way through.

7. One-half the parents were interested in having their child prepare for a professional career, while 31% (largely parents of daughters) were interested in having their child prepare for a semi-professional, technical, or middle level business occupation. Of parents with sons, 27% were interested in having the child prepare for a skilled trade, and 4% of these parents were interested in having their child work on the family farm or business. Five percent of girls' parents expressed interest in having the daughter enter a skilled trade.

8. Among the 9 districts there was variance as to how parents rated the educational program of their schools. Overall 58% gave an A or B rating, 32% gave a rating of C, and 7% assigned a D rating.

9. About one-third (34%) of the parents indicated the need for improving the existing educational programs was a top priority, 47% indicated the need was a high priority, and 9% believed such a need was of medium priority. Eleven percent gave no response or didn't know what priority to give. None indicated the need was of low priority.

10. Evaluations of school district performance were related to level of parents education, the higher the level the better the rating. The largest percentage of low evaluations of the educational program and the largest percentage indicating the need for improvement was a top priority were from parents whose level of educational attainment was high school or less.

11. Short term residents of one year or less evaluated the need for educational program improvement higher and the educational program lower than others who had been longer term residents. School district performance was rated lowest by residents of over 10 years, while the largest percentage rating school district performance as A were 6-10 year residents.

12. Most comments about what parents believed were best about the schools related to teaching methods - school class size, teachers and administrators, and educational programs. Other areas in which parents lauded the schools were relationships and resources.

13. Most comments about how schools could be improved most related to courses/classes/programs, out-of-class activities and conditions, and teachers/staff administration. Other areas of improvement were teaching methods/practices, relationships/communications, facilities, and equipment, and school size.

14. Sources of most information about the schools varied among the districts. Overall, most parents got information about the schools from (1) children (41%), (2) mailed community newsletters (32%), (3) mailed parent newsletters (27%), and (4) other parents (22%).

15. About three-fourths (71%) would not approve of having the schools offer only the programs currently offered; only 8% favored leaving things the way they are.

16. Two-thirds of the parents favored a cooperative arrangement between schools by which some existing high school courses with very small enrollments could be offered jointly with a neighboring district, and 22% indicated maybe they would favor such an enrollment. Nine percent opposed the idea.

17. Two-thirds of the parents favored cooperation between schools in jointly offering courses that cannot be given alone by their school, and another 19% thought maybe schools should cooperate this way to expand offerings. Ten percent were opposed to the idea.

18. Topics of most interest for study by mothers were reported as painting, photography, practical consumer topics, ceramics, and secretarial skill refresher. Men were reported most interested in photography and practical consumer topics, (taxes, home buying, law, investment, etc.).

CHAPTER IV

STUDY OF HIGH SCHOOL GRADUATES

An important source of information for a study examining needs for educational programs is a group of recent high school graduates. As part of this study, each of the 9 high schools was invited to assist with a follow-up of their Spring 1981 and 1982 graduates and all schools cooperated. Since the total numbers of graduates was relatively small, a decision was made to contact them all instead of drawing a random sample. Members of the Citizens Advisory Subcommittee on Youth Aspirations and Educational Intentions and school officials provided the best lists of addresses possible.

A questionnaire developed for the purpose, reviewed and modified by suggestions from both school officials and members of the Citizens Subcommittee, was printed then sent to each graduate with a letter signed by the school superintendent on school letterhead inviting cooperation. Enclosed was an envelope with return postage addressed to the school superintendent. Each return envelope was stamped on the lower left corner in red letters that read "Educ Materials". This made it easy for the school personnel to recognize the returns and collect them unopened for transmission to the office of the study director where they were coded and edited and the information entered into computer at Washington State University for analysis. Two follow-up contacts were made with non-respondents over the superintendent's signature, and letters were sent to non-respondents in low response districts from the study director's office on the chance some might respond if they knew their response would not possibly be seen by the school officials. Because of incorrect addresses 12 mailings were returned. Usable responses were received from 246, or 78.1% of all graduates for whom valid addresses existed. Respondents included 48% males and 52% females. Shown in Table IV-1 are the numbers of graduates contacted and the response rate by school.

Table IV-1

NUMBER AND PERCENTAGE RESPONSES FROM GRADUATES BY SCHOOL

School Number	Number Sent	Invalid Address	Number Returned	Percent Response
1	28	-	17	60.1
2	14	2	7	58.3
3	37	-	31	83.7
4	43	3	32	80.0
5	21	2	17	89.5
6	46	2	30	68.2
7	55	1	45	83.3
8	41	2	34	87.2
9	42	-	33	78.6
TOTALS	327	12	246	78.1

The range of response was from 58.3% to 89.5% among the school districts. While this return is about as high as can be expected, and higher than for most follow-up studies of this type, it is likely that if the graduates who did not respond had done so, responses might have been different in some ways. Time and resources did not permit telephone or personal interviews with a sample of non-respondents to determine if and how their responses might have differed from those received. Typically they tend to be less complimentary about how the school had prepared or helped them and less decided about their educational and occupational futures. The high response is in part the result of up-to-date and accurate addresses which committee members from most districts provided.

Characteristics of the Responding Graduates

Since high school graduation only 5% (3% of the men and 6% of the women) of the graduates responding had received no type of further education or training. Over one-third (39%) had received on-the-job training at a places where they were employed, 5% had attended a military service school, 2% had taken a correspondence course, and 1% had taken an adult education course at a local high school. Six percent (3% of the men and 9% of the women) had attended business college, 3% had attended a vocational/technical institute, and 9% (3% male and 14% female) had attended a private trade or technical school (i.e. beauty school, nursing, lab assistant, computer school, etc.). Of all graduates responding 39% (41% men; 37% women) had attended a community college, and 46% (48% men; 44% women) had attended a 4-year college or university. Six percent indicated they had some other form of training. Since some graduates had received more than one type of further education and training the percentages sum to more than 100%. Graduates who did not attend school after high school or were not presently attending and who indicated that they would have done so if more financial assistance had been available constituted 16% of all graduates.

At the time of the study, 48% of the respondents were attending school full-time, and 3% were attending part-time. About two-fifths (42%) had graduated from a high school college preparatory curriculum, and 39% indicated they had been enrolled in a general (non-college prep and non-vocational) curriculum. Another 12% indicated they had been in a shop/industrial arts/vocational curriculum, and 5% indicated they took some curriculum other than these; 2% did not respond to this question.

Fifteen percent of all respondents had attended Washington State University. Fifteen percent had attended Eastern Washington University, and twenty-five percent had attended community college in Spokane. Five percent had attended some other community college in Washington, and 2% had attended a vocational-technical institute in Washington. Three percent went to Whitworth College in Spokane, and 2% had attended the University of Washington. Central Washington University had attracted 1%, and 5% had attended some other Washington college or university in Washington. Eleven percent had enrolled in some college, university, or school outside the state.

At the time of the study 33% of the men and 55% of the women, or a total of 45%, were living in Washington outside of Whitman County, and 20% were living outside the state. Eighteen percent were still living in the school district where they attended high school, and 17% were living out of the district but somewhere else in Whitman County. Thus, 44% of the men and 26% of the women, were still living in Whitman County, while 56% of the men and 74% of the women, or 65% of both had left the area.

Of the graduates cooperating in the study, 37% (42% of the men and 32% of the women) were not employed. Of the women, 34% were employed part-time and 37% full-time, and the respective percentages for men were 19% and 39%.

Type of Further Education Received by Current Residents

An analysis was made between location of present residence and selected types of education or training which graduates had received since high school graduation. This was done to reveal if the pattern of post-high school education was different according to area of current residence. These data appear in Table IV-2. One can see, for example, that, of the graduates living in the school district where they graduated from high school, 13% of the men and 5% of the women had received no kind of further education or training, while 33% of the men and 53% of the women had on-the-job training. Other percentages are to be read the same way. It is interesting to note that two-thirds of the men and 47% of the women living in their home high school district have attended a community college.

This information points up the practice of youth to commute to community college and perhaps to also get on-the-job training while employed full or part-time. The relatively high percentages of men and women living in Whitman County outside their high school district attending a four-year college or university reflects the presence of WSU. The information for graduates living outside the county as well as outside the state indicates that youth are attending college and getting on-the-job training also. One-fourth the men and nearly a tenth of the women living outside the state have attended school in the military service.

TABLE IV-2

PERCENT OF GRADUATES BY TYPE OF EDUCATION AND RESIDENCE

Type of Education or Trng.	Place of Current Residence: In School District of My High School		Elsewhere in Whitman Co.		WA Outside Whitman Co.		Outside Washington	
	Men	Women	Men	Women	Men	Women	Men	Women
None	13	5	-	7	-	6	-	9
On-the-Job Training	33	53	30	-	33	36	63	55
Comm. College	67	47	26	21	50	39	17	23
4-yr. College/Univ.	13	37	67	57	50	50	58	32
Voc/Tech Inst.	8	-	-	-	3	3	-	-
Business College	-	-	-	-	8	14	-	9
Priv. Trade/Tech	-	5	-	7	3	20	8	14
Military School	-	-	4	-	3	-	25	9
Other	4	5	7	-	8	6	29	9

Present Interest in Further Education

Of all the graduates responding to the study, only 7% indicated they would not be interested in further education or training. Eleven percent were interested in further education or training to improve in their present job, and another 17% indicated they would be interested in self-improvement. One-fourth (25%) were interested in preparing for a new job, and 36% wanted to finish the educational program they had started. Four percent had reasons other than these.

Occupational Aspirations of Graduates

Over two-thirds of all responding graduates (68%) indicated they had decided what kind of a job they want to be doing ten years from now; 32% had not decided. Information shown in Table IV-3 reveal the types of jobs graduates look forward to having in the future. Shown are the percentages of men, women, and both based upon the total numbers responding. As can be seen, the largest percentages expressed a desire to teach, work in agriculture (some in farming), and types of professional work for which the preparation would require a four-year college degree in arts or sciences (i.e., social worker, lawyer, etc.) Besides these types of jobs, men expressed greatest interest in engineering, business administration and skilled trades (including building trades). Women expressed greatest interest in nursing, accounting, secretarial/clerical, and cosmetology.

Graduates were asked if 10 years from now they planned to be working at a skilled trade, a semi-professional or technical or middle level business occupation, a professional career, or work on the family farm or in the family business. Seven percent indicated they did not know, and 4% indicated none of these categories fit their plans. Most, (48%) looked forward to a professional career which ordinarily requires graduation

from a four year college and frequently requires an advanced professional degree. Eight percent, mostly men, indicated they planned to work on the family farm or in the family business. Nearly one-fourth (24%) aimed at a middle manpower type of work usually requiring two years of college or technical education and training. Eight percent were interested in a skilled trade requiring community college or trade/technical school and sometimes a period of apprenticeship.

TABLE IV-3

PERCENT AND NUMBERS OF GRADUATES BY TYPE OF JOB THEY DESIRE TO HAVE TEN YEARS HENCE

Type of Job Desired	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Professional (arts & science degree)	11	9	9	7	20	8
Engineering	8	7	-	-	8	3
Teaching	9	8	21	16	30	12
Business Admin.	7	6	3	2	10	4
Agriculture	17	14	3	2	20	8
Medicine/Denistry	1	1	1	8	2	1
Nursing	1	1	6	5	7	3
Accounting/CPA	-	-	7	6	7	3
General Business	4	3	2	2	6	2
Secretarial/Clerical	-	-	7	6	7	3
Lab Tech (Medical/Dental)	-	-	4	3	4	2
Electronics Technology	4	3	1	1	5	2
Mechanics	3	3	-	-	3	1
Truck/Heavy Equip. Maint.	2	2	-	-	2	1
Beautician	-	-	4	3	4	2
Building Trades	6	5	-	-	6	2
Other Skilled Trade	1	1	-	-	1	.4
Computer Prog/Opr.	2	2	3	2	5	2
Miscellaneous[a]	8	7	9	7	17	7

[a] These jobs included: School #1 - Para-medic fire service; School #3 - Housewife and part-time electrician; School #4 - Raising children, musician, law enforcement, own public relations agency; School #5 - professional drive; School #6 - make-up artist, airline pilot, run photography studio; School #7 - warehouseman, own own business (2); School #9 homemaker, para-medic, medical records technician.

Help Received From School in Making Occupational Choice

Graduates were asked how much help they got from their high school in making a choice about the kind of work they wanted to do. Percentages of response to this question by the men, women, and both are shown in Table IV-4. As can be seen at least one-half of both men and women indicated they had received little or no help in this regard, and nearly 3 of every 10 indicated they had received some help. Only 6% indicated they had

received lots of help, and 12% had received considerable help. A slightly higher percentage of women than men indicated they had received some help. Amount of help received was not statistically related to whether graduates had attended a community college, a 4-year college or university, or had no further education. Neither were differences in help received by men and women statistically different. There is sound reason to conclude that, in general, schools in the study area are not thought by graduates to be giving very much help to pupils in making an occupational choice.

TABLE IV-4

HELP RECEIVED IN OCCUPATIONAL CHOICE BY PERCENT

Amount of Help	Percent		
	Men	Women	Both
Lots	5	6	6
Considerable	10	14	12
Some	25	30	28
Little or None	59	50	54
No Response	1	-	-

Adequacy of High School Preparation for Employment

Graduates were asked to indicate how well they thought the high school had prepared them for employment. Results are presented in Table IV-5 by percentages of men, women, and both for all graduates and for only those that had entered employment. Fifteen percent of all graduates indicated their preparation for employment had been inadequate; 27% indicated it had been fair but all could have been better; 28% indicated preparation had been excellent or very good in some ways but could have been better in other ways.

TABLE IV-5

PERCENT BY ADEQUACY OF PREPARATION FOR EMPLOYMENT

How Well The High School Prepared Graduates	Percentages					
	All Graduates			Graduates Entering Employment		
	Men	Women	Both	Men	Women	Both
Preparation inadequate	13	17	15	18	26	22
Fair; all could have been better	29	25	27	42	36	39
Very Good in some ways; Could have been better in other ways	24	23	24	36	30	33
Preparation Excellent	3	6	4	4	8	6
Had Not Entered Employment	30	27	29	-	-	-
No Response	1	1	1	-	-	-

Adequacy of High School Preparation For College

Percentages of responses are presented in Table IV-6 for all graduates and also for only graduates who attended college about how adequately they believed their high school had prepared them. Small percentages of either all graduates or just those who had attended college indicated their preparation had been excellent. A larger percentage of women than men indicated their high school preparation for college had been inadequate (20% of all women and 23% of those who had attended college), however a larger percentage of women than men who had attended college (52% compared to 44%) indicated their preparation had been very good in some ways but could have been better in other ways or that the preparation had been excellent. The men and women attending college, 48% and 52%, respectively, indicated their preparation had been fair or inadequate.

An analysis was made to determine how graduates who had attended a community college or four-year college or university viewed their preparation compared to all graduates. There was no statistically significant difference. One can deduce then that seniors' evaluation of the adequacy of preparation for college was unrelated to whether they had attended a two or four year college or university. There were no real differences by gender.

Of all graduates, 61% indicated there were courses they now wish they had taken but which were not offered when they were in school.

TABLE IV-6

PERCENTAGE BY ADEQUACY OF PREPARATION FOR COLLEGE

Adequacy of Preparation For College	Percentages					
	All Graduates			Graduates Attending College		
	Men	Women	Both	Men	Women	Both
Preparation inadequate	12	20	16	13	23	18
Fair; all could have been better	36	23	29	43	25	34
Very Good in some ways; Could have been better in other ways	35	41	38	42	47	45
Preparation Excellent	2	4	3	2	5	3
Did Not Attend	15	12	14	-	-	-
No Response	.4	-	-	-	-	-

Courses listed by 151 graduates as not offered which they wish they had taken are shown by school. In parenthesis next to the school number is shown the number of graduates listing courses; some listed more than one, so the number of courses suggested is greater than the number of graduates replying to the question. Numbers in parentheses following the listing of suggested offerings indicate the number of times an offering was mentioned. Listings followed by no parenthesis were mentioned once.

School #1 (10)

Computer Science (8)
Accounting (2)
Business Courses (Marketing)
Advanced Math (5)
Adv. Science (2)
Physics (3)
Music Composition
Vocational Agriculture
Spanish (2)
Debate
Drama
Wrestling

School #2 (7)

Computer Science (4)
Accounting (2)
Business Law
Technical Writing
Anatomy (2)
Physiology (2)
Chemistry
More Science
Advanced Math
Statistics
English
Writing
Philosophy
Injury Prevention

School #3 (13)

Computer Science (3)
Business (3)
Shorthand
Foreign languages (5)
Communications (2)
More English
Journalism
Speech
Drama
Philosophy
Penmanship
Chemistry (2)
Botony
Soils Chemistry
Health Sciences
Pol. Sci (2)
Economics
Geography
Family & Job World

School #4 (20)

Computer Science (15)
Business Classes
More Communications (2)
Intro to Business
Public Relations
Better English classes
English Comp.
Study Skills
Foreign languages (3)
Advanced Math (4)
Chemistry (2)
Physics
Economics (2)
World Studies
Geography
French

School #5 (15)

Computer science (7)
Advanced Math (4)
Spanish
Study Skills
Anatomy
Physiology
Agriculture
Basic Aeronautics
Blueprint Reading
Basic Electronics
Engine Mechanics (2)
Welding
First Aid
String Music
Shorthand

School #6 (10)

Computer Science (6)
Business Classes (2)
Communications (2)
Foreign Languages
Spanish (2)
Literature
Better History Courses
Psychology
Sociology
Economics
Mechanical Drawing
Electronics
Electrical
Machine Shop
Automotive (2)
Ag Mechanics
Care of Small Children
Photography

School #7 (18)

Computer Science (16)
More Business
Creative Writing
Writing
Speech
History
Psychology (4)
Sociology (2)
Advanced Math
Geology
Health
Spanish
Swing Choir
Vocational on Farming
Course on job interview/ resumes

School #8 (22)

Computer Science (13)
More Business
More Career Planning
Foreign Language Other Than French
Anatomy
Earth Science
Advanced Science
Advanced Math (5)
Advanced Chemistry
Sociology (2)
Psychology (2)
Drama (2)
Mechanics

School #9 (26)

Computer Science (18)
Business Courses
Accounting (2)
Advanced Typing
Shorthand
More Science (3)
Chemistry (2)
Chemistry (2)
Advanced Math (3)
German
German
English Comp.
More English (2)
Specialized Art
Sex Education
Automotive
Welding
Power Mechanics
Study Skills
College Prep.

Offerings most frequently listed as those which graduates wished they had taken but which were not offered were (1) computer science (90 graduates), (2) advanced math (23 graduates), (3) foreign language (19 graduates), (4) business subjects (15 graduates), (5) psychology (9 graduates), and (6) chemistry (9 graduates). Other most frequently mentioned offerings were accounting (6 graduates), advanced science (6 graduates), sociology (5 graduates), communications (6 graduates) and physics (4 graduates). Besides business, vocational interests were expressed in the following:

Ad Mechanics
Aviaonics
Automotive
Mechanical Drawing
Agriculture
Electronics
Machine Shop
Photography
Welding
Blueprint
Electricity
Power Mechanics

Opinions About School Cooperation in Offering Courses

Thirty-eight percent of all graduates indicated they would definitely have been willing to ride a bus to a neighboring school district to take courses for part of the day which were not offered at their high school, if they had been available at the other school. Another 22% indicated maybe they would have been willing to ride a bus for that purpose, and 2% didn't know. Six percent were opposed to the idea, and 31% did not respond to the question.

Graduates were asked if they thought two or more districts should cooperate in jointly offering classes that cannot now be offered alone by either their high school or neighboring schools even if some pupils would need to be bused for part of a day to take such courses. Nearly three-fourths (74%) responded affirmatively. Over two-thirds of the men (68%) and 70% of the women favored the plan for such cooperation, and 21% of the men and 13% of the women (17% total) indicated maybe schools should cooperate for such a purpose. Two percent indicated they didn't know, and 1% didn't respond.

Factors Related to School Attendance

Graduates not going to school at the time of the study were asked to indicate which one of several reasons was of most importance. The reasons are shown in Table IV-7 by percentage of all graduates and only those not going to school. Lack of finances appears as the foremost reason why slightly less than one-fifth of the graduates were not in school after high school at the time of the study. Almost 3 of every 10 had already completed a program in which they had been enrolled; 10% gave family responsibilities as a reason.

TABLE IV-7

PERCENT OF GRADUATES BY REASON FOR NOT ATTENDING SCHOOL

Reason of Most Importance	All Graduates			Only Graduates Not Attending		
	Men	Women	Both	Men	Women	Both
Do Not Have Time	2	3	3	4	5	5
Program Not Available Where I Live	-	2	1	-	4	2
Financial Reasons	10	12	11	17	18	18
Family Responsibilities	4	7	6	7	11	9
Not Interested	4	2	3	7	4	5
Already Completed Program	11	16	14	19	26	23
Didn't Take College Prep. Subjects	1	-	-	1	-	1
Now in Military Service	5	2	4	9	4	6
Other[a]	20	19	20	35	29	32

[a] Included non-response and a wide variety of miscellaneous reasons.

In previous studies it has been found that how the graduates thought their parents felt about whether they continued their education was related to whether they actually continued their formal education after high school graduation. Also how graduates reveal their parents thought about continued education reflects a community attitude about the importance of schooling for youth. In this study, 16% of the graduates reported their parents insisted they go to school after high school graduation, and 77% indicated their parents wanted them to continue their education if they wanted to. Two percent did not respond or indicated they didn't know how parents felt, and 3% indicated parents were indifferent about the matter. There was no difference between men and women graduates in how they reported parents felt about this matter. This information reflects a high positive supportive attitude in the area favoring education of youth.

None of the graduates who had no further training or education after high school graduation reported their parents insisted they continue their education, but 18% reported their parents had been indifferent about the matter. In contrast, 16% and 18%, respectively, who had attended a community college or a four-year college or university reported parents had insisted they continue their education, and only 3% and 2%, respectively, reported parents had been indifferent. Thus, in the study area there seems to be some relationship between how youth believed their parents felt about their continuing their education and whether they did so.

Adequacy of Selected Educational Services, Conditions/Features

Graduates were asked to evaluate the adequacy of various selected types of educational services and conditions. They were asked to judge how adequate each item was on a good, fair, or poor basis as provided by their high school. Results are presented in Table IV-8 by percent for each school and for all schools. Looking at the information one can see, for example, that 25% of the graduates from School #1 indicated the numbers of vocational courses offered was good; 50% indicated they were fair; 19% indicated they were poor; and 6% either didn't know (DK) or didn't answer (NR). All other information is to be read the same way. At the right are given the percentages of all graduates for all study area schools. The highest percent responses have been underlined for ease of interpretation. The largest percentage evaluates as good the emphasis on athletics and the number and type of school activities. The largest percentages rates as fair the number of vocational courses offered, the variety of courses from which to choose, the methods used by teachers, the effectiveness of instruction, and the preparation for college. Graduates were about evenly divided among the good, fair, and poor evaluations of the emphasis on communication skills (reading, writing, spelling, and speaking). There were considerable variations among the schools as to how the graduates evaluated the emphasis on communications ranging from 71% poor in one school to 68% good in another.

TABLE IV-8

ADEQUACY OF SELECTED SCHOOL CHARACTERISTICS BY PERCENT

Condition/Feature/ Services	School Number									All Schools
	1	2	3	4	5	6	7	8	9	
Number of Vocational Courses Offered										
Good	25	43	7	39	6	36	18	21	30	24
Fair	50	57	77	46	44	45	59	55	55	55
Poor	19	-	13	15	50	19	23	18	15	20
DK-NR	6	-	3	-	-	-	-	6	-	1
Variety of Courses										
Good	13	-	23	12	-	23	21	12	21	16
Fair	50	71	55	46	67	45	50	33	58	50
Poor	31	29	22	42	33	32	27	52	21	33
DK-NR	6	-	-	-	-	-	2	3	-	1
Number and type of school activities										
Good	50	29	55	61	50	45	43	49	61	51
Fair	38	57	36	27	33	45	52	42	36	40
Poor	6	14	6	12	17	10	5	6	3	8
DK-NR	6	-	3	-	-	-	-	3	-	1
Teaching Methods										
Good	25	14	36	15	17	26	21	30	24	24
Fair	63	71	58	64	61	55	63	64	70	63
Poor	6	-	6	21	22	16	14	6	6	12
DK-NR	6	14	-	-	-	3	2	-	-	1
Effectiveness of Instruction										
Good	38	29	39	12	17	19	27	39	42	29
Fair	50	57	58	67	67	58	59	55	55	59
Poor	6	-	3	21	16	23	9	6	3	10
DK-NR	6	14	-	-	-	-	5	-	-	2
Preparation for College										
Good	6	14	23	6	6	19	14	21	36	18
Fair	56	57	58	55	72	52	43	55	42	52
Poor	31	14	19	39	22	29	43	24	21	29
DK-NR	6	14	-	-	-	-	-	-	-	1
Emphasis on Athletics										
Good	63	14	81	79	44	61	68	67	79	68
Fair	25	71	16	12	44	16	11	15	9	17
Poor	6	-	3	6	12	19	21	18	12	13
DK-NR	6	14	-	3	-	3	-	-	-	2
Emphasis on Communication Skills										
Good	44	14	68	12	50	42	9	27	27	31
Fair	31	14	19	42	44	29	55	36	36	37
Poor	19	71	13	46	6	29	36	33	36	31
DK-NR	6	-	-	-	-	-	-	3	-	1

Adequacy of Selected Guidance and Progress Related Features

Graduates were asked to evaluate as good, fair, and poor selected features of their high school related to guidance and school progress. Results are presented in Table IV-9 by percentages for each school and for all study area schools. One can observe important variations in

TABLE IV-9

PERCENT OF GRADUATES BY ADEQUACY OF GUIDANCE RELATED SCHOOL FEATURES

Condition/ Feature/ Service	School Number									All Schools
	1	2	3	4	5	6	7	8	9	
Materials on jobs/careers										
Good	25	-	23	21	28	26	4	15	49	22
Fair	25	43	52	49	61	61	46	58	42	50
Poor	44	57	22	30	11	13	50	24	9	27
DK-NR[a]	6	-	3	-	-	-	-	3	-	1
Information about Coll/ Univ./Schools										
Good	50	14	48	42	39	42	25	33	73	42
Fair	31	57	45	48	39	45	41	58	21	42
Poor	13	29	7	10	22	13	32	9	6	15
DK-NR	6	-	-	-	-	-	2	-	-	1
Counseling/ Guidance Services										
Good	19	14	19	39	11	32	11	30	49	27
Fair	25	29	42	49	39	48	21	52	36	39
Poor	44	57	39	12	50	16	68	15	15	33
DK-NR	12	-	-	-	-	3	-	3	-	1
School Discipline										
Good	44	29	42	39	33	32	34	39	49	39
Fair	44	57	52	33	61	48	55	46	42	48
Poor	6	14	6	27	6	19	11	9	9	12
DK-NR	6	-	-	-	-	-	-	6	-	1
School Grading Practices										
Good	44	57	55	30	50	35	27	39	52	41
Fair	50	43	42	52	44	52	59	55	58	51
Poor	-	-	3	18	6	13	14	6	-	8
DK-NR	6	-	-	-	-	-	-	-	-	-

[a] DK = Don't Know; NR = No Response.

evaluations among the schools on each of the different features. The largest percentage of all graduates evaluated as good and fair the high school provision of information about colleges, universities, and schools (42%). The largest percentages evaluated as fair the provision of occupational information (50%), counseling/guidance services (39%), school discipline (48%), and school grading practices (51%). Evaluated as poor by the largest percentages of graduates were counseling/guidance services (33%) and occupational information (27%).

Adequacy of Selected High School Facilities

Evaluation of selected high school facilities are presented in Table IV-10, by percent for each school and for all schools. One can observe variations in evaluations among the schools for each type of facility. Among all study area schools athletic facilities were evaluated as good (69%). The largest percentages of graduates evaluated as fair the facilities for art, music, drama, and classroom and laboratory use. Evaluated as poor by the largest percentages of all graduates were facilities for art and drama.

TABLE IV-10

ADEQUACY OF SELECTED FACILITIES BY PERCENT

Facility	School Number									All Schools
	1	2	3	4	5	6	7	8	9	
Classroom & Lab. Facilities										
Good	69	43	42	49	22	55	43	18	24	39
Fair	19	43	48	39	56	35	55	67	64	50
Poor	6	14	10	12	22	10	2	12	12	10
DK-NR[a]	6	-	-	-	-	-	-	3	-	1
Music Facilities										
Good	38	43	32	48	17	39	36	33	55	39
Fair	50	14	58	42	67	52	55	42	30	47
Poor	6	43	10	10	17	-	9	21	15	12
DK-NR	6	-	-	-	-	9	-	3	-	2
Athletic Facilities										
Good	69	57	68	73	39	61	84	61	79	69
Fair	19	43	32	24	50	36	16	36	21	29
Poor	6	-	-	3	11	3	-	-	-	2
DK-NR	6	-	-	-	-	-	-	3	-	1
Drama Facilities										
Good	63	28	19	6	11	6	16	-	30	17
Fair	25	43	55	24	56	42	55	30	55	43
Poor	6	29	26	70	33	52	29	67	15	39
DK-NR	6	-	-	-	-	-	-	3	-	1
Art Facilities										
Good	38	57	48	36	11	13	11	9	3	21
Fair	44	29	39	39	67	42	66	49	58	50
Poor	6	-	13	18	22	45	23	42	36	26
DK-NR	12	14	-	6	-	-	-	-	3	2

[a] DK = Don't Know; NR = No Response.

High School Features Needing Most Improvement

Graduates were asked to indicate which 3 of 18 selected high school features needed most improvements. They were not asked to rank the most important features needing most improvement but to identify them. Responses were tabulated in the order of identification of feature #1, #2, and #3. This information is shown in Table IV-11 by gender and for all respondents, by percent. The highest percent responses have been underlined for interpretative purposes. Improvements most needed can be ranked by size of percentage response. Features needing most improvement by rank order were (1) preparation for college (43%), (2) variety of courses offered (25%), and (3) emphasis on communication skills such as reading, writing, spelling and speaking (21%). Since all percentages were calculated from the same base, it is possible to add them. If this is done to determine the percentage of all seniors identifying a feature as one of the three needing most improvement preparation for college was top priority (43%), with emphasis on communication skills second priority (39%), improvement in course variety third priority (38%). Counseling/guidance services was fourth order of mention (28%). There was no difference in evaluations by gender.

An analysis was made to determine if graduates who had attended a community college or four-year college or university would identify features needing most improvement differently than the total group of graduates. There were two differences. Larger percentages of graduates who had attended a four-year college or university than either all graduates or those who had attended a community college cited preparation for college and emphasis on communication skills as needing most improvement. Secondly, a larger percentage of graduates attending a community college identified the number of vocational course offered as needing most improvement than identified improvement in variety of courses offered. However, the two may go hand in hand, but the inclination for graduates attending community college to enroll in an occupationally related one or two year program is reflected here in their evaluation that the number of high school vocational courses should be improved.

TABLE IV -11

PERCENT OF GRADUATES BY SCHOOL FEATURES NEEDING MOST IMPROVEMENT

School Feature Needing Most Improvement	Feature #1			Feature #2			Feature #3		
	Men	Women	Both	Men	Women	Both	Men	Women	Both
Materials on jobs/ careers	18	13	15	-	-	-	-	-	-
Information about coll/univ/schools	14	9	11	5	2	4	-	-	-
Number of vocational courses	14	20	18	3	6	4	-	-	-
Variety of courses offered	25	25	25	14	11	12	-	2	1
Number and type of school activities	1	2	2	3	2	2	-	-	-
Counseling/guidance services	10	9	10	9	14	11	9	6	7
School discipline	2	2	2	5	4	5	-	1	-
Teaching Methods	6	5	5	13	9	11	1	4	2
Emphasis on athletics	-	1	-	7	2	5	2	-	1
Emphasis on communication skills	5	8	6	20	23	21	14	10	12
Classroom & Laboratory facilities	-	1	-	4	4	4	4	3	4
Music facilities	1	1	1	2	2	2	1	2	1
Athletic facilities	-	-	-	1	-	-	2	-	1
Facilities for drama	-	-	-	2	3	2	5	4	4
Art facilities	-	1	-	-	2	1	3	6	5
Grading practices	-	-	-	1	2	1	3	1	2
Effectiveness of instruction	-	-	-	7	6	7	8	9	9
Preparation for college	-	-	-	-	-	-	42	45	43
No Response	5	4	5	7	7	7	8	8	8

Summary

Information received from graduates of the 9 high schools is summarized below.

1. Only a small percentage of the 1981 and 1982 high school graduates (5%) had received no further education or training; 39% had attended a community college and 46% had attended a 4-year college or university. Most had graduated from a general or college preparatory high school curriculum (72%); 12% had been in a shop/industrial arts or vocational curriculum.

2. Fifteen percent each had attended WSU and Eastern Washington University, while 25% attended a Spokane community college.

3. Only 18% of the responding graduates were still living in the school district where they graduated and 65% had moved out of Whitman County altogether. Of the total group one-fifth lived outside the state.

4. Two-thirds of the men and nearly one-half of the women still living in the district where they graduated from high school had attended a community college, and one-third of those men and slightly over one-half of the women had received on-the-job training.

5. All but 7% of the responding graduates were interested in further education for various purposes including preparation for a new job (25%) and completing a program they had already started (35%).

6. About two-thirds of the graduates had decided what kind of a job they wanted 10 years from now, and one-third had not decided. The largest percentage of men looked forward to being in agriculture, a profession besides engineering or nursing, engineering, and teaching. Largest percentages of women anticipated working in teaching, health services, including nursing, a profession other than engineering or nursing, and business (accounting, general business, secretarial/clerical). In the long run, 48% looked forward to a professional career, 24% aimed at a middle manpower/technical type of work, and 8% planned to work on the family farm or in the family business. Eight percent were interested in a skilled trade.

7. Only 18% of all graduates (15% of the men and 20% of the women) reported they received lots or considerable help from their high school in making a choice about the kind of work they wanted to do; 59% of the men and 50% of the women indicated they had received little or no help.

8. Of all graduates, 15% indicated their preparation for employment had been inadequate as did 22% who had entered employment; 27% of the former group and 39% of the latter reported their preparation had been fair but all could have been better. Only 4% of all graduates and 6% of those who were employed indicated their preparation had been excellent. No difference existed between men and women.

9. Of all graduates 16% (12% of the men and 20% of the women) and 18% of those who had entered college (13% of the men and 23% of the women) indicated their preparation for college had been inadequate; 29% of the former group (36% men, and 23% women) and 34% of the latter group (43% men, 25% women) indicated their preparation for college had been fair but all of it could have been better. Only 3% of both groups indicated their preparation had been excellent.

10. Courses listed by graduates as those they wished they had taken but which they reported were not offered were in the order of mention (1) computer science (90 graduates), (2) advanced math (23 graduates), (3) foreign language (19 graduates), (4) business subjects (15 graduates), (5) psychology (9 graduates), and chemistry (8 graduates).

11. Of all graduates 38 percent indicated they would definitely have been willing to ride a bus to a neighboring school district to take courses not offered in their high school for part of the day, and another 22% indicated maybe they would have been willing to do so.

12. Of the men and women graduates, 68% and 79%, respectively, or 74% of all respondents thought two or more districts should cooperate in jointly offering classes that cannot now be offered alone by either their high school or neighboring schools, even if some pupils would need to be bused for part of the day to take such courses.

13. Factors most related to reasons graduates were not in school were program already completed (23%) and financial reasons (18%).

14. Whether graduates had continued their education after graduation was found to be related to how graduates thought their parents felt about the graduate continuing in school.

15. How graduates evaluated the adequacy of selected school features varied among the districts. Largest percentages of all graduates evaluated as "good" the emphasis on athletics, and number of school activities. The largest percentage of graduates evaluated as "fair" the number of vocational courses offered, the variety of courses offered, teaching methods, effectiveness of instruction, preparation for college, emphasis on communication skills, materials on jobs/careers, counseling/guidance services, school discipline, and grading practices. Information about colleges/universities/school (educational guidance materials) was evaluated as good and fair by an equal percentage (42%) of all graduates.

16. Features evaluated as "poor" by the largest percentages of graduates were (1) variety of courses (33%), (2) counseling/guidance services (33%), (3) emphasis on communication skills (31%), (4) materials on jobs/careers - occupational information (27%) and (5) number of vocational courses offered (20%).

17. The largest percentages of graduates evaluated facilities for athletics as "good", the facilities for classrooms and laboratories, music, art, and drama as "fair". Evaluated as "poor" by the largest percentages of graduates were the facilities for (1) drama (39%) and art (26%).

18. School features needing most improvement were (1) preparation for college (43%), (2) variety of courses offered (25%), and (3) emphasis on communication skills (reading, spelling, speaking, writing) — 21%.

CHAPTER V

INFORMATION FROM TEACHERS AND ADMINISTRATORS

Information was sought from all certified district school employees regarding instructional facilities, curriculum/service delivery models, and educational services. Responses were received from 142 persons, evenly divided by gender. In addition, effort was made to inventory teaching methods used and those which teachers would like to use more if their teaching stations would accommodate them. This chapter contains a report of results.

Characteristics of the Respondents

School staff were asked how many years they had served in a public school system. Over one-half (54%) had over 10 years experience, 15% had 7-10 years, 15% had 4-6 years, and 16% had 3 or fewer years. Percentages varied among the school districts with the range for 10 years or more experience from 36% to 86%. The range in teachers with 3 or fewer years was from 1% to 31%.

When asked how many years, including this one, they had been with the present district, 35% indicated over 10 years, 19% 7-10 years, 20% 4-6 years, and 26% three years or less. Of the staff in the district over 10 years, 54% were men, as were 41% that had been with the district 7-10 years. Sixty-one percent of the respondents who had been in the district 4-6 years were men, while men represented 43% of the staff that had been in the district 3 years of less. Of the respondents, 26% worked at an elementary school, 1% at a middle school/junior high, 15% at a high school, 6% at an elementary/middle-junior high school, 20% at a middle-junior high/high school combination, and 27% worked at all grade levels. Four percent indicated some other combination. In terms of primary responsibility, 64% were teachers, 2% were teacher-counselors, 7% were administrators, 1% were teacher-administrators, 21% were teacher-coaches, and 5% indicated some other type responsibility such as teacher-coach-administrator, teacher advisor, administrator-counselor, teacher-librarian (2), aide, and remedial programs.

For most respondents (67%) the bachelor's degree was their highest level of educational attainment, but 11% had the masters degree, 6% a masters plus 15 semester hours, and 11% a masters plus 30 or more semester hours. One percent hold a doctor's degree, and 3% did not answer this question.

Adequacy of Instructional Facilities

When asked how adequate they considered the instructional materials/aids/supplies available for use, 25% indicated excellent, and another 52% indicated good. Over one-fifth (21%) indicated fair, 1% poor, and 1% gave no answer. Percentages of respondents working in an elementary school giving a poor, fair, good, and excellent rating, respectively, were 3%, 14%, 51%, and 30% compared to 0%, 33%, 33%, and 33% working in a high school and 0%, 14%, 66%, and 21% working in a middle-junior high school/high school combination. Persons working at all grade levels rated these as fair (24%), good (55%), and excellent (21%).

Adequacy of classroom/laboratory instructional space in which they worked were judged by all respondents to be poor (4%), fair (20%), good (49%), and excellent (27%). Persons working at the elementary school level only rated instructional space as fair (30%), good (54%), and excellent (16%) compared to persons working only at the high school who rated such space fair (19%), good (43%), and excellent (38%). Persons working in a middle-junior high school/high school combination rated instructional space as poor (7%), fair (3%), good (59%) and excellent (31%). Persons working at all grade levels rated their instructional spaces as poor (5%), fair (18%), good (50%), and excellent (26%).

Respondents indicating that instructional space was poor, fair, or only good were asked what improvements were needed. Shown in Table V-1 are the needed improvements shown by percentages which responses were of all respondents, regardless of rating given and for persons working only at the elementary or high school level and in a high school/junior-middle school combination.

It can be seen that needed improvements most frequently made, particularly for elementary schools were more teacher storage and instructional equipment space, ventilation and heating controls, more room for pupil activity, and more pupil learning stations.

TABLE V-1

NEEDED INSTRUCTIONAL SPACE IMPROVEMENTS

Improvement Needed	Percent of Respondents			
	ATT	Elementary	HS	HS/MJH
More teacher storage space	42	65	14	38
Ventilation and heating controls	29	35	24	45
More instructional equip. space	26	35	14	14
Room for pupil activity	25	41	24	21
More pupil learning stations	20	32	10	14
Configuration of instructional space	18	5	29	17
More pupil work display space	15	22	14	14
Space for classroom library material	11	8	19	14
Preparation space for demonstrations	9	3	-	14
Location of noise making activities	7	5	5	7
Window space	4	-	-	-
Lighting	2	3	-	3
Other	14	13	14	14

Other improvements were school #5- need for room acoustical treatment, too much noise in hallways and ramp to elementary level, more appropriate pupil furniture, school #4- better placement of AC outlets, more counseling materials, school #2- room too hot and relative humidity too low (for computer lab.), school #6 - computer lab, more outlets in back of room, school #7 - need display cases in halls to show students can do lots of things beside win sports trophies, student storage (2), computer room (2), school #9 - carpeting in classrooms, PE equipment, school #8 - equipment upgrade, work area at sink, more equipment for reading, dust collecting system, insulation and other energy saving measures, carpet (elem. sch.), more electrical outlets, carpet (noise control Middle- Jr./Senior High).

Respondents judged the adequacy of the building where they work as poor (1%), fair (11%), good (59%), and excellent (28%); 1% did not respond. Of the respondents judging their building as only fair, 38% were working in an elementary school, 13% in a high school, 25% in an elementary/junior high, 6% in a high/junior high school, and 12% at all grade levels. Six percent worked at some other type of grade level combination such as kindergarten/high school. A high percentage of all respondents (87%) rated the adequacy of their building good or excellent.

Adequacy of Curriculum

Over one-fourth (27%) of all respondents indicated the adequacy of present breadth and sequence of school curriculum at the level where they taught was excellent; 60% indicated it was good, and 12% thought it was fair. One percent didn't respond or believed adequacy was poor. Persons who believed curricular adequacy was less than excellent were asked to specify changes they felt were needed in additional offerings, modification or deletion of current offerings, or other types of changes. Fifty-nine percent or 83 respondents made suggestions. Responses are presented below by school number.

School #1

Add changes

Additional science classes; accelerated programs in math and science.
Library for elementary students.
Computer for elementary school.

Other changes

P.E. more often.
Delete publications.
Need more students so we can have more offerings (3).
Too long noon recess.
More sections of each class at the HS level.

School #2

Add changes

Algebra for 8th graders; college prep., world history
Computer science for junior high students.

Other changes

Update reading curriculum.

School #3

Add changes

Need help or time for PE/recess so we can have planning time.
Social studies and history - crafts- music - business - foreign languages.
More fine arts classes (drama, music, creative writing, speech/debate, different foreign languages for a choice, and upper level offerings in foreign language).
More vocational type classes.
Mini-course offerings (such as 2 Friday afternoons per months).

Other changes

More personnel and space for fine arts.
Update reading, science, and health service.
More comprehensive PE and music program for elementary.
Better science materials; - PE instructor - music instructor.
Some students cannot take everything they would like, so some classes such as music, home economics, shop do not get some of the "better" students.
Eliminate conflicts with band. More 8th grade into high school band.
Number of teachers and students make additional changes impossible.
Two-hour blocks of time for some courses and meet 2 or 3 days per week.

School #4

Add Changes

Alternative classes besides basics and expand offerings in each basic.
More vocational offerings without class conflicts.
Upgrade foreign language offering - less book work - students should know how they are progressing. More college prep. courses and writing geared toward college.
Library skills class one day per week.
Gifted program needed (2).
Study skills program for grades 5-12.
More breadth in subject matter offerings at secondary school.
Science program in lower elementary grades.
More advanced classes.

Other changes

Another section on computers.
Need teachers for specialized areas i.e. art, PE
More time needed to teach basics -- delete some fringe curriculum.
Students should not have to make a choice between music and agriculture, etc.
Teachers teaching what they are qualified to teach.
Offer vocational classes students could use in the future.
Some homecoming activities seem to be a waste of time and overdone/time and effort could be overall more beneficial - delete some.
More gifted emphasis in programs - both and away from school (i.e. Centrum - Music/English).
Cooperation from teachers involved and willingness to try new things.
Delete handwriting.

School #5

Add changes

Computers; social skills training; consumer math.
More electives geared to the goals of the individual students, i.e. college prep courses and training courses.
Vocal music grades 5-12.
Need for able learners program or a way to teacher share with these students.
Materials for the advanced students.
Resources for teachers - up to date and easily accessible.
More vocational classes, i.e. metals, woods.
More variety of English offerings i.e. poetry, writing, etc.
Specialists (i.e. art, music, P.E.) to work with students.
More in area of shop
Less emphasis on sports and more in academic areas and elective offerings- music, art, shop, home economics.
Another computer needed
Project oriented wood, metal, etc. shop.

Other changes

More workable plan for mainstreaming or individualizing content subjects for junior senior high students in regular classrooms.
Curriculum with materials to adapt to needs of low and high students.
Less "workbooks" more resources
Delete business math.
Computer coordinator for K-12.

School #6

Add changes

Additional vocational staff needed i.e. home economics and business.
Many more vocational classes: family living, business skills. College prep. English, a variety of history and social science courses.
Library skills courses needed with a teacher trained in library work K-12.
Mini-courses on drug-alcohol and career preparation.
Home economics (5), art (5), business education (3), chorus, remedial English, vocational offerings.
More variety of visual aids and resource materials.
Expansion materials for both ends of the spectrum.
Art teacher for all grades.
Curriculum objectives identified for each grade.
Penmanship - sequential.
Advanced computer science; composition/literary.

Other changes

Too many offerings -- thrust needs to be more depth in each area.

School #7

Add changes

Weight training; mechanical drawing; remedial science; advanced biology; chorus; sociology or psychology class.
Variety of literature and business classes.
Need to have some advanced classes to separate freshmen from upper classes.
Computer trained person.
More high school classes in speech, sociology, psychology, etc.
More intensive/individualized reading programs.
Daily PE by specialist; more music.

Other changes

Separate levels of vocational classes (beginning, intermediate, advanced).
Specialization in English.
Don't allow students to have two PE classes in the same year.
Need to update some books.
More teachers for the resource room for slow learners.

School #8

Add changes

Needs to be more communication and working together of the various classes.
Grade school music -- more instrumental music at the 5th and 6th grade level; music.

Other changes

Fewer class interruptions.
Shorthand transcription machines.
Teach one class at a time.
Delete classes teachers are not prepared to teach.

School #9

Add changes

More schedule options.
Need work for gifted students.
More basic library reading material for grades 9-12.
An advanced placement course in science.
More in metal welding and agriculture business.
PE - boys and girls; elective PE
Gifted curriculum.
Social studies.

Other changes

Update ORA books
Social studies texts are outdated.
Social studies curriculum.
Stronger teacher implementing curriculum.
Updating of social studies and spelling series (Elem. - Jr. High).

Adequacy of Selected Educational Services, Conditions/Features

Educators were asked how adequate they believed were various selected types of educational services and conditions. Percentages of responses are shown in Table V-2 by percent of rating for each school.

TABLE V-2

ADEQUACY OF SELECTED SCHOOL CHARACTERISTICS BY PERCENT

Condition/Feature/Service	School Number 1	2	3	4	5	6	7	8	9
Library Materials on jobs/careers									
Good	19	43	21	9	28	7	7	22	8
Fair	37	36	43	48	22	21	47	22	42
Poor	13	7	14	29	11	50	13	17	42
Dk-NR	31	14	22	14	39	22	33	39	8
Information about colleges, universities, and schools									
Good	50	57	43	48	39	21	27	28	50
Fair	25	14	43	29	17	43	40	17	17
Poor	12	-	-	-	16	7	13	5	-
DK-NR	13	29	14	23	28	29	20	50	33
Counseling/guidance services									
Good	25	50	7	62	11	7	0	11	33
Fair	25	43	43	29	39	43	47	39	17
Poor	50	-	43	-	39	36	53	17	50
DK-NR	-	7	7	9	11	14	0	33	-
Number of vocational courses offered									
Good	31	57	7	29	0	0	13	28	50
Fair	63	36	36	52	50	29	53	22	42
Poor	-	-	43	5	39	57	20	6	-
DK-NR	6	7	14	14	11	14	14	44	8
Number and type of school activities									
Good	69	14	64	76	61	43	60	50	58
Fair	19	57	29	19	22	36	33	22	24
Poor	6	21	7	-	11	14	-	17	17
DK-NR	6	7	-	-	6	-	-	6	-
Emphasis on Communication skills (reading, writing, spelling, speaking)									
Good	69	47	64	52	33	57	53	56	33
Fair	25	36	36	33	61	43	40	39	59
Poor	6	-	-	10	6	-	7	5	8
DK-NR	-	7	-	5	-	-	-	-	-

TABLE V-2 (Cont.)

Condition/Feature/Services	School Number 1	2	3	4	5	6	7	8	9
Emphasis on athletics									
Good	69	29	64	52	39	36	87	72	67
Fair	19	43	14	33	22	50	7	6	33
Poor	12	21	7	10	17	14	6	17	-
DK-NR	-	7	14	5	22	-	-	5	-
School Discipline									
Good	50	57	79	48	56	29	60	44	83
Fair	38	36	21	47	39	64	33	44	17
Poor	12	7	-	5	5	7	7	12	-
DK-NR	-	-	-	-	-	-	-	-	-

For each of the conditions/features/services the largest percentage response has been underlined for each school to show where the largest incidence of response fell for each rating. One can see, for example, that educators from school #1 rated as good (19%), fair (37%), and poor (13%) the adequacy of library materials on jobs/careers; 31% either didn't know or gave no response (in most instances respondents didn't know - few gave no response).

It can be seen that overall, information about colleges, universities, and schools was judged to be more adequate than materials on jobs/careers. Except in two schools, adequacy of guidance and counseling services was not judged to be good by the largest percentage of educators responding. The number of vocational courses offered was judged less than good, except in two schools, by the largest percentage of respondents. In all schools except two, the adequacy of emphasis on communication skills and on athletics was believed to be good by the largest percentages of respondents in all schools except two, the adequacy of school discipline was cited as good by the largest percentages of respondents from the respective schools. In one of the two, opinion was equally divided between fair and good, while in the other school a large majority believed discipline was fair.

Adequacy of Selected Facilities

Shown in Table V-3 are the percentages of respondents by how adequate they believe were certain selected instructional facilities in each of the schools. The largest percentage of educators from 5 districts considered the music facilities good, but they were believed only fair by the largest percentage of respondents in four districts. Educators in 3 districts believed facilities for art were poor; they were believed fair in 3 other districts and good in 3 other districts by the largest percentages. Drama and speech facilities were judged good in only one district by the largest percentages of respondents and as poor in 3 other districts. Opinion was divided between fair and poor in two districts and clearly as fair in 3 districts. Adequacy of athletic facilities was judged

TABLE V-3

ADEQUACY OF SELECTED SCHOOL FACILITIES BY PERCENT

School Facility	School Number								
	1	2	3	4	5	6	7	8	9
Music									
Good	56	71	22	76	17	71	27	6	67
Fair	38	29	64	24	78	22	47	50	33
Poor	6	-	14	-	5	7	26	39	-
DK-NR	-	-		-	-	-	-	5	-
Art									
Good	50	50	21	67	28	21	27	22	-
Fair	31	43	36	29	50	14	47	50	17
Poor	-	-	36	-	11	57	26	17	83
DK-NR	19	7	7	4	11	7	-	11	-
Drama/Speech									
Good	19	47	14	10	6	14	27	6	25
Fair	50	7	21	48	28	-	33	33	58
Poor	25	29	50	33	50	79	33	33	17
DK-NR	6	7	14	9	16	7	7	28	-
Athletic									
Good	63	86	57	29	44	64	87	44	67
Fair	37	14	43	57	44	29	13	50	33
Poor	-	-	-	14	-	-	-	6	-
DK-NR	-	-	-	-	12	7	-	-	-

as good in 6 districts and fair in 2 districts with opinion equally divided between fair and good in 1 district. In fact, adequacy of athletic facilities was judged good in more districts by the largest percentages of respondents than were facilities for music, art, and drama/speech.

Adequacy of Clerical/Secretarial Services

Shown in Table V-4 are the percentages of respondents by how adequate they believed were the available secretarial and clerical services. There was considerable variation among schools according to evaluation of adequacy. Over one-fifth of the respondents in two districts indicated such services were poor, while one-third or more in five schools judged the services as fair.

TABLE V-4

ADEQUACY OF CLERICAL/SECRETARIAL SERVICES

School	Good	Fair	Poor	DK-NR
1	56	31	-	13
2	50	36	7	7
3	43	35	21	-
4	24	43	5	24
5	50	39	6	6
6	57	14	14	14
7	33	33	7	27
8	56	28	11	5
9	50	17	25	8
Totals	46	32	10	12

Curriculum/Service Delivery Models

Teachers and administrators were asked if they would prefer to maintain current school organizational arrangements and offer only the programs and courses currently offered. One-fifth (20%) would leave conditions as they now are, while 58% would not do so; 21% didn't know, and 1% didn't respond. These respondents were asked whether they would support the idea of various alternative ways school districts could jointly provide educational opportunities through multi-district cooperative arrangements. Results are presented in Table V-5.

Except for the alternatives of busing pupils to another district to take new or existing courses in which enrollments were very low, respondents were not given a "maybe" choice of answer. The purpose was to identify if possible the nature of reservations or factors of uncertainty among educators about the idea of busing pupils. A larger percentage (47%) of educators would favor busing pupils for offering new courses not now available than they would for existing courses where enrollments are very small (37%). Largest support was shown for shared employment of instructional personnel (75%) and for some sort of shared instructional materials development center (70%) where individualized instructional materials (such as video tapes, instructional modules, self-pacing competency based materials, etc.) could be shared by pupils in the cooperating districts for courses not now available. Slightly more than one-half of the educators favored the idea of live audio-video transmission in courses not now available or in which enrollments were very small either from one of the cooperating districts (55%) or from a larger district or the Educational Service District (56%).

TABLE V-5

REACTIONS TO ALTERNATIVE COOPERATIVE ARRANGEMENTS

Multi-district Cooperative Arrangements	Percents			
	Yes	No	Maybe	DK
Bus some students for part of school day between 2 or more adjacent districts to take courses that cannot now be offered alone by their high/junior high school or neighboring district schools	47	23	36	4
Bus some students for part of school day between 2 or more adjacent districts to take existing courses at HS/JH levels in which enrollments at each school are now very small.	37	30	28	45
Two or more districts share in employment of personnel who would spend part of each day/week in each school to offer courses that cannot now be offered alone by your school or by a neighboring district, even if the number of pupils in each class was very small.	75	13	-	12
Live audio-video transmission system between 2 or more districts to offer instruction in certain courses not now available or in which enrollments are very small.	55	22	-	23
Live audio-video system within two or more districts by which courses not now available could be provided from another larger school district or the ESD.	56	20	-	24
Some kind of instructional materials development center jointly supported by 2 or more districts with responsibility for developing individualized instructional materials to be used by pupils in the cooperating districts for instruction in courses not now available.	70	10	-	20

Educators who expressed uncertainty about the idea of busing pupils were asked what the considerations were that made their response uncertain, and 41%, or 58 persons, provided an explanation or expressed a concern. Those comments are shown below, and when the number expressing a concern was more than one the number in parenthesis indicates the frequency of mention.

Depends on how far pupils would have to be bused (18)
Student time lost on buses (16)
Depends on courses offered (8)
Cost (5); Safety (2)
What involvement would the existing teacher have? How would it affect present staff? (3)
Bus teachers and not students (3)
Fear losing our own curriculum and school (2)
If buses can be scheduled so students don't lose too much time in travel.
Winter transportation problems.
Prefer to suitcase a teacher or moveable classroom to busing students.
Separate classes may be more cost effective than transporting students throughout the day.
Depend on financial benefits and numbers of students needing to be bused.
Depends on quality of education presently offered vis improvements.
Would busing to already existing courses be in the student's best interest? Would time spent traveling be feasible in terms of instructional time spent out of the classroom?
Result to staff mix? More or less total class offerings? If staff is reduced will one school be labeled a vocational school?
If a school already had a small enrollment class would they be asked to bus simply because the class didn't have a specific number, say 25?
Would need to know number and constituency of students involved in busing.
Depend on class size at each school.
In vocational, if students are bused, who's responsible for leadership training?
Would combining classes improve learning potential in some way?
Coordinated grading; coordination of curriculum - how?
Evidence moving instructors would be better.
We offer everything the students want.
Have a good choice of classes and faculty now.
Not sure of all the necessary involvement.
Would busing allow for more course offerings.
Not sure of all the problems involved.
Disruption to rest of the school schedule.

If the respondents had in mind any other possible alternative models by which two or more adjacent small school districts could improve the scope and sequence of educational service offerings, they were asked to identify them. Twenty-three educators offered ideas. Five were irrelevant and others are presented here.

Eight period day of shorter duration
Shared equipment (computers, shop equipment)
Sharing of specialists i.e. physical education; self contained special education, teacher inservice, computer center, student use of universities.
Middle school (6,7,8) in one district (2 districts) and high school in other.
Bus junior high/high school to one district and put all elementary in the other.
Build one school for all to go to.
Perhaps correspondence courses in areas which the high school curriculum lacks could be implemented and supervised by a teacher.
Small numbers in many advanced classes is desirable, but classes such as band and chorus would be enhanced by larger numbers. Sharing personnel is a good alternative but requires special understanding by the districts of the problems teachers face.

Have cooperative instructional materials center to evaluate, select, and circulate instructional materials -- but not to develop them.
Year round schools; intensive 6(?) week offerings all day in one subject area.
Mobile laboratory space for such things as vocational offerings, computer labs, etc.
Vocational educational school for serving the several schools.
Bus students to a centralized computer lab with data base access for computer programming and information processing uses. This could be set up on a rotation basis such as 2-3 one-half days per week.
Combine inservice and allow time for teachers to see others who do the same things.
Hold workshops in Colfax- not Spokane.
Joint courses taught one-half time in each district with audio-visual for other district (2 districts) so each district would have a live teacher in the classroom at least half of the time.
Consolidate districts without wiping out the smaller schools.

Teaching Methods

While contacting educators for their opinions, the opportunity was taken to inventory the extent to which various methods were used to conduct teaching-learning activities. Such information could have specific value and implications for future planning on an individual school basis for some districts cooperating in further study after the present study has been concluded. For the purpose of this study an attempt was made to learn if there seemed to be certain methods that teachers desired to use more if teaching stations would accommodate them more.

Shown in Table V-6 are the percentages of all teachers, regardless of district or grade level, who reported using each of the methods and who desire to use them more if teaching stations would better accommodate them. One can determine that over 75% of the teachers reported using the teacher action oriented methods of question and answer, chalkboard teacher presentations, and teacher demonstrations, and lecture. Over three-fourths used the pupil action oriented activity of in-class drill exercises.

Between two-thirds and three-fourths used the teacher action oriented method of individual pupil tutoring and the pupil action oriented activities of small and large group discussions, home work assignments, textbook reading assignments, short written assignments, and pupil workbooks.

TABLE V-6

PERCENT OF METHOD USE AND TEACHER DESIRE TO USE MORE

Method	Used	Desire to Use More
Teacher Action Activities		
Lecture	77	1.4
Question and answer	92	4.9
Chalkboard teacher presentations	88	4.2
Teacher demonstrations	84	7.7
Individual pupil tutoring	67	19.0
Teacher oral readings	59	.7
Pupil Action Activities		
Pupil recitations	55	6.3
Pupil oral reports on assigned topic	49	9.2
In-class drill exercises	76	4.2
Pupil demonstrations	58	16.9
Book reports	39	2.8
Chalkboard pupil written exercises	51	5.6
Flash card drills	40	3.5
Pupil oral readings	60	2.8
Small group discussions	66	9.9
Large group discussions	68	2.8
Role playing/socio-drama/ simulation/games	39	16.2
Field Trips	44	40.8
Pupil Peer tutoring	48	14.8
Show and tell	34	1.4
Small group study projects	38	13.4
Debates	12	9.0
Written term study projects	34	5.6
Homework assignments	72	7.7
Case method	7	4.9
Assigned laboratory experiments	31	9.8
Student notebook development	37	10.6
Library reading assignments	37	12.0
Short written assignments	68	6.3
Pupil workbooks	66	.7
Textbook reading assignments	73	2.1
Student interviews with community residents	17	16.9
Other Action Activities		
Film/slide presentations	57	19.7
Visual aids other than film and slide projections	64	23.2
Television/video tape presentations	44	27.5
Bulletin Board displays	63	15.4
Guest speakers	32	42.2
Listening to tapes and records	54	16.9

Methods most teachers desired to use more if teaching stations would better accommodate them are as listed below in order of mention.

Guest speakers (42.2%)
Field trips (40.8%)
TV/video tape presentations (27.5%)
Visual aids other than film and slide presentations (23.2%)
Individual pupil tutoring (19.0%)
Student interview with community residents (16.9%)
Pupil demonstrations (16.9%)
Listening to tapes and records (16.9%)
Role playing/socio-drama/simulation games (16.2%)
Bulletin board displays (15.4%)
Pupil peer tutoring (14.8%)

Summary

Based on the information obtained from educators the following summary items seem appropriate.

1. Adequacy of instructional facilities was judged fair or poor by larger percentages of educators working in elementary and junior high/high school combnations than in high schools. Overall 69% of all respondents judged instructional facilities as good or fair, and 27% rated them as excellent.

2. Nearly one-fifth (24%) judged classroom/laboratory facilities in which they worked as poor or fair.

3. Improvements most needed in elementary schools were cited as more teacher storage space, ventilation and heating controls, more instructional equipment space, room for pupil activity, more pupil learning stations, and more pupil work display space.

4. Most needed improvements at the high school were the configuration of instructional space, room for pupil activity, and ventilation and heating controls.

5. In the high school/junior high school combinations most needed improvements were cited as ventilation and heating controls, more teacher storage space, room for pupil activity, and configuration of instructional space.

6. Twelve percent of all respondents judged the adequacy of the building where they work as poor or fair, 59% good, and 28% excellent.

7. Adequacy of school curriculum breadth and sequence was judged as fair (12%), good (60%), and excellent (27%).

8. Various curricular changes were suggested to improve educational opportunities including the addition of courses and other deletions or modifications. These tended to be district specific and were reported in that fashion.

9. Library materials on jobs/careers and counseling and guidance services were rated as good by the largest percentage of respondents in only one school, but information about colleges, universities, and schools was rated as good in all but four schools.

10. Number and type of vocational courses were rated as good in only two schools by the largest percentage of respondents.

11. Number and type of school activities and emphasis on communication were rated as good except in one school.

12. Emphasis on athletics and school discipline was rated as good in all but two schools.

13. Adequacy of athletic facilities was rated good in more districts by the largest percentages of respondents than were facilities for music, art, and drama/ speech. Lowest adequacy ratings were given to drama/speech facilities.

14. Adequacy of clerical/secretarial services as good ranged among the schools from 24% to 57%, while the range of poor ratings was from 0% to 25%.

15. One-fifth of all educators would favor maintaining current school organizational arrangements and offering only the programs and courses currently offered, but 58% would not do so, and another 21% didn't know.

16. Almost one-half (47%) of the educators would favor busing children between 2 or more adjacent districts to take courses that cannot now be offered alone by any of the high/junior high schools, and 37% would favor doing so for existing courses in which enrollments are now very small. Nearly one-third expressed uncertainty and thought maybe such busing would be possible.

17. Uncertainty by educators centered around distance for busing student time lost on buses, courses to be offered, cost, safety, impact on present staff, and fear of losing their own curriculum and schools.

18. Three-fourths of the educators would favor the sharing among districts of personnel employment so faculty/counselors could spend part of each day/week in each school to offer courses that cannot now be offered alone by the separate schools even if classes were very small.

19. Slightly over one-half the educators (55% and 56%, respectively) would favor a system of live audio/video transmission within two or more districts or from another larger school or Educational Service District (ESD) to offer instruction in certain classes not now available.

20. Seven of every ten educators would favor the idea of some kind of instructional materials development/dissemination center jointly supported by 2 or more districts for individualized instructional materials (such as video tapes, instructional modules, self paced competency based materials, etc.) for courses not now available.

21. Alternative models for which two or more adjacent small school districts could improve curriculum scope and sequence offered by educators included the following ideas:
    a. Sharing specialists and equipment.
    b. Send all pupils to middle school in one district and high school pupils to another district.
    c. Correspondence courses and mobile laboratories.
    d. Vocational skills center to serve all schools.
    e. Joint courses with audio-visual transmission and teacher moving around to be in each classroom part time.
    f. Build one school for all; consolidate districts without wiping out smaller schools.

22. Teaching methods most used were teacher action activities of question and answer, chalkboard teacher presentations, teacher demonstrations, lecture and individual pupil tutoring. Pupil action activities most used were in class drill exercises, short written assignments, homework assignments, textbook reading assignments, pupil workbooks, and small and large group discussions.

23. Methods teachers would like to use more if teaching stations would better accommodate them were individual tutoring, pupil demonstrations, field trips, role playing/socio-drama/simulation/games, student interviews with community residents, small group study projects, and pupil peer tutoring.

24. Third party action activities teachers desire most to use more included use of various forms of audio-visual presentations (television/video tape, film/slide, bulletin board displays, and visual aids other than film/slide projections), and guest speakers.

CHAPTER VI

SCHOOL PROGRAMS AND SUPPORT SERVICES

Analysis of School Programs and Activities

Information was gathered to ascertain the scope of educational programs and activities, supporting activities, supporting educational services, and supporting administrative services in each of the nine school districts. For comparison purposes, the same type of information was obtained from five school districts outside Whitman County in rural parts of Washington with a student population approximating various combinations of the nine school districts. For example, the student population in St. John (350) combined with the enrollment in Endicott (94) would approximate the enrollment in school D. Information from both sources is displayed in table form and discussed below.

Curriculum Offerings

Curriculum offerings are displayed by school district in Table VI-1. Courses have been categorized into 14 subject fields: social science, language arts, mathematics, computer science, home economics, agriculture, business, vocational business, industrial arts (technical education), science, foreign languages, art, music, health and physical education, and miscellaneous. The number in the column under a school district name and opposite a course name indicates the number of units of credit for which the course is offered in that district. A unit signifies one (1) year. For example, Tekoa offers one full academic year of world history. If a course is offered for less than one full year, the fraction of the unit is shown. For example, in Tekoa, psychology is offered for one semester, or 1/2 unit. The number in parentheses indicates the number of sections offered. For example, in Garfield there are two (2) sections, or classes, offered of world history throughout the full year. The letter "A" in parenthesis (A) beside the number of units signifies that the course is offered in alternating years. In Rosalia, for example, World History is offered for a full year every other year.

The total number of units in each subject field for each school district was totaled and is shown at the bottom of each subject field listed. For example, in the area of social sciences, Tekoa offers five (5) full year courses and Garfield offers six (6). Other data are to be interpreted in the same way.

TABLE VI-1

HIGH SCHOOL CREDIT COURSES OFFERED (BY FIELD)

High School Subject	Tekoa (229)[a]	Oakes-dale (145)	Gar-field (141)	Pa-louse (220)	St. John (350)	Ro-salia (243)	La-Crosse (187)	Endi-cott (94)	Col-ton (200)
Social Science									
World History	1[b]	1/2	1(2)[c]	-	-	1(A)	1	-	1(A)
US History	1	1(A)[d]	1(2)	1(2)	1	1	1	-	1
American History	-	-	-	-	-	-	1	1(A)	-
Current World Prob.	1	1(A)	-	-	-	1	1	1(A)	1
Contemporary Prob.	-	-	-	-	1	-	-	-	-
Contemp. World Prob.	-	-	1(2)	1(2)	-	-	1	-	-
US Government	-	1(A)	-	1(2)	-	-	-	-	-
Wash. State History	1/2	1/2	1	1	1/2	1	1	1(A)	1/2
Psychology	1/2	1/2	1	1(2)	-	1(A)	-	1(A)	-
Sociology	1/2	1/2	-	-	-	1(A)	-	1(A)	-
World Geography	-	-	1(2)	1	-	-	-	-	1(A)
Pac. NW Economics	-	-	-	-	-	-	-	1(A)	1/2
Consumer Education	-	-	-	-	-	-	-	-	-
Geography	-	-	-	-	1/2	-	-	-	1(A)
Total Units	5	5	6	6	3	6	6	6	6
Language Arts									
English I (9)	1	1	1(2)	1(2)	1	1	1	1(A)	1
English II (10)	1	1	1(2)	1(2)	1	1	1	1(A)	1
English III (11)	1	1	1(2)	1(2)	1	1	1	-	1(2)
English IV (12)	1	1	1(2)	1(2)	1	1	1	-	1(2)
Creative Writing	1/2	-	-	-	1	-	-	-	-
Speech & Drama	-	-	-	-	-	1	-	-	-
Speech	-	-	1	-	1	-	-	-	-
Individ. English	-	-	-	-	-	1	-	-	-
American Lit.	-	-	-	-	-	-	-	1(A)	-
English Lit.	-	-	-	-	-	-	-	1(A)	-
Total Units	4-1/2	4	5	4	6	6	4	4	4

[a] Grade 1-12 enrollments, Fall 1984

[b] Tekoa has one section of World History worth 1 unit of credit; [c] Garfield has 2 sections each worth 1 unit of credit. [d] (A) means course offered on alternate years for one unit of credit.

High School Subject	Tekoa	Oakes-dale	Gar-field	Pa-louse	St. John	Ro-salia	La-Crosse	Endi-cott	Col-ton
Mathematics									
Algebra I	1	1	1(2)	1(2)	1	1	1	1	1
Algebra II	1	1	1(2)	1(2)	1	1(A)	1(2)	1	1
Adv. Math	-	-	1(2)	1(2)	1	1	1(2)	1	1
General Math	1	1/2	-	1(2)	1	1	1	1(A)	1
Geometry	1	1(A)	-	1(2)	1	1(A)	1	1	1
Calculus	-	1(A)	-	-	1/2	-	-	-	*
Trigonometry	1	1(A)	-	-	-	-	-	-	-
Business Math	-	1/2	-	1(2)	1	1	1	1(A)	-
Sophomore Math	1	-	-	-	-	-	-	-	-
Gen. & Rem. Math	-	-	-	-	-	-	-	-	-
Total Units	6	6	3	6	6-1/2	6	6	6	5
Computer Science									
Computers I	-	-	1	1(2)	-	-	1/2	1(2)	1(2)
Computers II	-	-	1	1(2)	-	-	1/2	1	1
Elec. Data Proc. I	-	-	-	-	-	1	-	-	-
Elec. Data Proc. II	-	-	-	-	-	1	-	-	-
Computer Education	-	-	-	-	-	-	-	1(3)	-
Computer Program.	1	-	-	-	-	-	-	-	-
Beg. Computer Sci.	-	1	-	-	-	-	-	-	-
Computer Science	-	1	-	-	1	1	-	-	-
Basic Computer Sci.	-	1	-	-	-	-	-	-	-
Total Units	1	3	2	2	1	3	1	3	2

* 3 seniors going to Pullman for calculus each day

High School Subject	Tekoa	Oakes-dale	Gar-field	Pa-louse	St. John	Ro-salia	La-Crosse	Endi-cott	Col-ton
Home Economics									
Home Economics	-	-	1	*	-	-	-	1	-
Home Ec I	1/2	-	-	-	1	-	1(2)	-	1
Home Ec II	-	-	-	-	1	-	1	-	-
Home Ec III	-	-	-	-	1	-	-	-	-
Family Living	1	-	-	-	-	-	-	-	-
Family Living I	-	1	-	-	-	-	-	-	-
Family Living II	-	1	-	-	-	-	-	-	-
Family Living III	-	1	-	-	-	-	-	-	-
Family Living IV	-	1	-	-	-	-	-	-	-
Foods	1/2	-	-	-	-	-	-	-	-
Advanced Foods	-	-	1	-	-	-	-	-	-
Clothing	1/2	-	-	-	-	-	-	-	-
Advanced Clothing	-	-	1	-	-	-	-	-	-
Home & Family Life	-	-	-	-	-	1	-	-	-
Hello World	-	1(A)	-	-	-	-	-	-	-
Adv. Home&Fam. Life	-	-	-	-	-	1	-	-	-
Ind. Home&Fam. Life	-	-	-	-	-	1	-	-	-
Housing & Home Furn.	1/2	-	-	-	-	-	-	-	-
Child Development	1/2	-	-	-	-	-	-	-	-
Exploring Childhood	-	1(A)	-	-	-	-	-	-	-
Survival Education	1/2	-	-	-	-	-	-	-	-
Education for Living	-	-	1	-	-	-	-	-	-
Total Units	4	6	4	0	3	3	2	1	1
*Dropped 9/83 due to levy failure; plan to reinstate for 85/86									
Agriculture									
Voc. Ag. I	1/2	-	-	1(2)	-	-	-	1	1
Voc. Ag. II	-	-	-	1(2)	-	-	-	1	1
Voc. Ag. III	-	-	-	1(2)	-	-	-	1	1
Voc. Ag. IV	-	-	-	1(2)	-	-	-	1	1
Agriculture I	-	-	-	-	1	1	-	-	-
Agriculture II	1	-	-	-	-	1	-	-	-
Agriculture III	-	-	-	-	1	-	-	-	-
Agriculture IV	-	-	-	-	1	-	-	-	-
Farm Shop	1	-	-	-	-	-	-	-	-
Ag. Shop	-	-	-	-	1(2)	-	-	1	-
Ag. Mechanics	1	-	-	-	-	-	-	-	-
Ag. Carpentry	1	-	-	-	-	-	-	-	-
Ag. Body Shop	1/2	-	-	-	-	-	-	-	-
Indiv. Shop	-	-	-	-	-	1	-	-	-
Total Units	5	0	0	4	4	3	0	5	4

High School Subject	Tekoa	Oakes-dale	Gar-field	Pa-louse	St. John	Ro-salia	La-Crosse	Endi-cott	Col-ton
Business									
Typing	-	-	-	1(2)	-	-	-	-	-
Typing I	1	1	1(2)	-	1(2)	-	1	-	1(2)
Typing II	1	1	1(2)	-	1(2)	-	1	-	1
Typing III	-	1	-	-	-	-	-	-	-
Advanced Typing	-	-	-	-	-	1	-	-	1
Bookkeeping	-	1	-	1(2)	1	-	1	-	-
Accounting I	1	-	1(2)	-	-	-	-	-	-
Accounting II	1	-	-	-	-	-	-	-	-
Keyboarding	-	-	-	-	-	-	-	1	-
Money Management	-	-	-	-	1	-	-	-	-
Business Law	-	-	1	-	-	-	-	-	-
Consumer Education	-	-	-	1(2)	-	1	-	-	-
Total Units	4	4	4	3	4	2	3	1	3
Vocational Business									
Typing I	-	-	-	-	-	1	-	-	-
Typing II/Office Pr.	1	-	-	-	-	1	-	-	-
Accounting I	-	-	-	-	-	1(A)	-	-	-
Accounting II	-	-	-	-	-	1(A)	-	-	-
Business Mach/Comp.	1	-	-	-	-	-	-	-	-
Business Communic.	1/2	-	-	-	-	-	-	-	-
I.V.E.C.	-		1	-	-	-	-	-	-
Keyboarding	-	-	-	-	-	1	-	-	-
Advanced Typing	-	-	-	-	-	1	-	-	-
Total Units	2-1/2	0	1	0	0	6	0	0	0
Industrial Arts (Technical Education)									
Wood Shop	-	-	-	-	-	-	1	1	-
Shop	-	-	1(2)	-	-	-	1	-	-
Shop I	-	1	-	-	-	-	1	-	1
Shop II	-	1	-	-	-	-	1	-	1
Advanced Wood Shop	-	-	-	-	-	-	1	-	1
Shop III	-	1	-	-	-	-	-	-	-
Shop IV	-	1	-	-	-	-	-	-	-
Drafting	-	-	1(2)	-	-	-	-	-	-
Total Units	0	4	2	0	0	0	5	1	3

High School Subject	Tekoa	Oakes-dale	Gar-field	Pa-louse	St. John	Ro-salia	La-Crosse	Endi-cott	Col-ton
				Science					
Biology	1	1	1(2)	1(2)	1(2)	1	1	1	1(2)
Physics	1	1(A)	1(2)	1(2)(A)	1	1(A)	1(A)	1(A)	1(A)
General Science	-	-	1(2)	1(2)	1	-	1	1	-
Chemistry	1	1(A)	-	1(2)(A)	1	1(A)	1(A)	1(A)	1(A)
Organic Chemistry	-	-	-	-	1	-	-	-	-
Human Anatomy	-	1(A)	-	-	-	-	-	-	-
Geology	-	1(A)	-	-	-	1/2	-	-	-
Earth Science	1	-	-	-	-	-	-	1	-
Life Science	-	-	-	-	-	-	-	1	-
Physical Science	-	-	-	-	-	1	-	-	1(2)
Zoology	-	-	-	-	-	1/2	-	-	-
Adv. Biology	1	-	-	-	-	1(A)	-	-	-
Total Units	5	5	3	4	5	6	4	6	4
				Foreign Languages					
Spanish I	1	1(A)	-	-	-	1	-	1(A)	1
Spanish II	1	1(A)	-	-	-	1	-	1(A)	1
Spanish III	1	-	-	-	-	-	-	1	1
Spanish IV	-	-	-	-	-	-	-	-	1
French I	-	-	1(2)	1(2)	1	-	-	-	-
French II	-	-	1(2)	1(2)	1	-	-	-	-
French III	-	-	1(2)	-	1	-	-	-	-
French IV	-	-	1(2)	-	-	-	-	-	-
German I	-	-	-	-	-	-	1	-	-
German II	-	-	-	-	-	-	1	-	-
German III	-	-	-	-	-	-	1	-	-
Total Units	3	2	4	2	3	2	3	3	4
				Art					
Art I	-	-	-	-	1(2)	-	-	-	-
Art II	-	-	-	-	1(2)	-	-	-	-
Art III	-	-	-	-	1(2)	-	-	-	-
H.S. Art	1	1	1(2)	-	-	1	1	1	-
Adv. Art	-	-	-	-	-	1	-	-	-
Total Units	1	1	1	0	3	2	1	1	0
				Music					
Band	1	1	1(2)	1(2)	1	1	1	1	1
Chorus	1/4	1	-	-	-	1	-	-	-
Choir	-	-	-	-	-	-	1	-	1
Total Units	1-1/4	2	1	1	1	2	2	1	2

High School Subject	Tekoa	Oakes-dale	Gar-field	Pa-louse	St. John	Ro-salia	La-Crosse	Endi-cott	Col-ton
Health & Physical Education									
Health (9)	-	-	1	-	-	1/2	-	-	-
Health (9-12)	-	-	-	-	1(2)	-	-	-	-
Health (10-12)	-	-	1	1(2)	-	-	-	-	-
Health (12)	-	-	-	-	-	-	-	-	1/2
PE (9)	-	-	-	1(2)	1(2)	-	-	-	-
Physical Edn (9-12)	-	-	1(2)	-	-	1	1(2)	-	-
PE (10-12)	-	-	-	1(2)	1(2)	-	-	-	-
Adv. PE	1/2	1	-	-	-	1	-	-	-
Co-Ed PE	-	-	-	-	1(3)	-	-	-	1/2
Weight Lifting	-	-	-	-	-	1	-	-	-
PE/Health (9-10)	1	-	-	-	-	-	-	-	-
H & PE	-	-	-	-	-	-	-	1	-
PE I & Health	-	1	-	-	-	-	-	-	-
PE II & Health	-	1	-	-	-	-	-	-	-
Total Units	1-1/2	3	3	3	4	3-1/2	1	1	1-1/2
Miscellaneous									
Career Educ (10-12)	-	-	1	-	-	-	-	-	1/2
Journalism	-	-	-	-	-	-	-	1	1
Photo-Annual	-	-	1	-	-	-	-	-	-
Publications	1/2	-	-	-	-	-	1	-	-
Annual	-	-	-	1(2)	-	-	-	-	-
Traffic Safety Ed.	1/2	-	1	1	1	1/2	1	1	1
Resource Room	1	-	-	1	-	-	-	1	1
Teacher Asst. (Aide)	-	1	-	-	-	1	-	-	-
Access Study Skill	-	-	-	-	-	1	-	-	-
Annual & Journalism	-	1	-	-	-	1	-	-	-
Dev. Math & Reading	-	1	-	-	-	-	-	-	-
Total Units	2	3	3	3	1	2-1/2	3	3	5-1/2

A comparison of total numbers of units now offered in each subject field in each school district is shown in Table VI-2. As can be seen, the range in total number of credit units offered is from 37 to 53. One might anticipate that school districts with a larger enrollment would offer more academic units. However, as can be seen in Table VI-2, this is not the case either among Whitman County study area districts or in the comparison schools. Larger comparison schools did not offer all that many more units. For example, in comparison district C with an enrollment of 345, there were slightly fewer academic units (38) than in smaller Whitman County districts with enrollments of 145 (48 units), 141 (42 units), 243 (53 units), 94 (42 units), and 200 (53 units). Among study area schools, Rosalia with 243 enrollment reported offering more academic credit units of work than were reported for St. John (350 enrollment). Among comparison schools, schools with district enrollments of 310 and 329 reported offering more academic units of credit than those with enrollments of 345 and 470. Among school districts, number and variety of academic credit units offered to pupils seems to depend on factors other than enrollment size.

TABLE VI-2

TOTAL NUMBER OF UNITS OFFERED BY EACH SCHOOL DISTRICT

Subject Fields in High School	Number of Credit Units Pupils Can Earn								
Study Area Schools									
	Tekoa (229)[a]	Oakes-dale (145)	Gar-field (141)	Pal-ouse (220)	St. John (350)	Ros-alia (243)	La-Crosse (187)	Endi-cott (94)	Col-ton (200)
Social Sciences	5	5	6	6	3	6	6	6	6
Language Arts	4-1/2	4	5	4	6	6	4	4	4
Math	6	6	3	6	6-1/2	6	6	6	5
Computer Science	1	3	2	2	1	3	1	3	2
Home Economics	4	6	4	0	3	3	2	1	1
Agriculture	5	0	0	4	4	3	0	5	4
Business	4	4	4	3	4	2	3	1	3
Voc. Business	2-1/2	0	1	0	0	6	0	0	0
Industrial Arts	0	4	2	0	0	0	1	1	3
Science	5	5	3	4	5	6	4	6	4
Foreign Language	3	2	4	2	3	2	3	3	4
Art	1	1	1	0	3	2	1	1	0
Music	1-1/4	2	1	1	1	2	2	1	2
H & PE	1-1/2	3	3	3	4	3-1/2	1	1	1-1/2
Miscellaneous	2	3	3	3	1	2-1/2	3	3	5-1/2
Totals	45-3/4	48	42	38	44-1/2	53	37	42	45

	Comparison Schools				
	A (310)[a]	B (329)	C (345)	D (370)	E (470)
Social Sciences	5	4-1/2	5	5	6
Language Arts	5	7	4-1/2	6	5
Math	7	7	5	6	7
Computer Science	2	2	1/2	2	4
Home Economics	4	3	3	4	2
Agriculture	0	5	5	5	0
Business	7	8	2	5	3-1/2
Voc. Business	1	2	2	2	0
Industrial Arts	5	0	0	4	2-1/2
Science	6	4	3	5	4
Foreign Language	2	3	3	2	6
Art	2	1	1	1	2
Music	2	3	2	2	2
H & PE	4	3-1/2	3	1	2-1/2
Miscellaneous	4-1/2	5-1/2	1	3-1/2	2-1/2
Totals	56-1/2	58-1/2	38	52-1/2	40

[a]Numbers in parentheses denote 1-12 enrollment as of fall 1984.

Extra Class/Curricula Activities

The types of extra class or extra curriculum activities sponsored by each study area school district and comparison schools was obtained. A listing of the activities for the junior high and high schools of the study area districts is shown in Table VI-3. These activities are considered by many educators to be an important part of the total learning experience in fostering the development of social and physical skills, leadership abilities and skills, sportsmanship conduct, specialized talents, and overall personal development of attributes and traits associated with living in a democracy.

It can be seen the activities in high school ranged from 19 to 29 in number and variety, and at the junior high school level the numbers ranged from 7 to 16. Other than athletic-related extra class activities, the range of offerings was 8 to 14 different activities at the high school level and 1 to 6 activities at the junior high school level. Some parents, students, and teachers expressed concern about the lack of available extra class activities for pupils whose interests were different or in addition to athletics.

	High School			Junior High		
Study Schools	# Athletic	%	Total	# Athletic	%	Total
Palouse	11	58	19	7	78	9
Tekoa	13	48	29	8	89	9
LaCrosse	15	58	26	8	62	13
Garfield	11	52	21	8	57	14
Oakesdale	13	54	24	9	82	11
Endicott	8	73	19	8	89	9
St. John	13	57	23	6	86	7
Colton	13	54	24	8	73	11
Rosalia	13	54	24	8	89	9
Comparison Schools						
A	12	63	19	4	40	8
B	15	58	26	4	67	6
C	12	52	23	6	100	6
D	16	50	32	8	73	11
E	12	55	22	5	83	6

This matter might bear local consideration and scrutiny, particularly at the junior high school level where students are going through a period of exploration and development of interests and appreciations of a social, personal, and cultural nature. One can see that among comparison schools, numbers of junior high school extra class activities were generally not as great as in study area schools, and that the number of activities at the high school level were about the same.

Shown above are the numbers and percentages of extra-class (extra-curricular) athletic and total activities available for student participation at the junior high and high school levels as reported by the schools. Also shown are the total numbers of all activities available at each level.

TABLE VI-3

EXTRA CLASS/CURRICULA ACTIVITIES

Activity	Pa-louse	Tekoa	La-Crosse	Gar-field	Oakes-dale	Endi-cott	St.-John	Col-ton	Ros-alia
				High School					
Basketball -Boys	X	X	X	X	X	X	X	X	X
Basketball -Girls	X	X	X	X	X	X	X	X	X
Volleyball -Girls	X	X	X	X	X	X	X	X	X
Track -Boys	X	X	X	X	X	X	X	X	X
Track -Girls	X	X	X	X	X	X	X	X	X
Tennis -Girls	-	-	X	-	-	-	-	-	-
Tennis -Boys	-	-	X	-	-	-	-	-	-
Baseball -Boys	-	X	X	-	X	X	X	X	X
Football -Boys	X	X	X	X	X	X	X	X	X
Softball -Girls	-	X	-	-	X	-	-	-	-
Cheerleaders	X	X	X	X	X	X	X	X	X
Pep Band	X	X	X	X	X	-	X	X	X
Game Statisticians	X	X	X	X	X	-	X	X	X
Game Announcer	X	-	-	X	-	-	X	X	-
Student Athl. Mgrs.	X	X	X	X	X	-	X	X	X
Pep Club	-	X	X	-	X	-	X	X	X
Varsity Club	-	X	X	-	-	-	-	-	X
Drill Team	-	X	-	-	X	-	-	-	-
All School Play	X	X	-	X	-	X	X	X	-
Drama Club	-	-	X	-	-		X	X	-
Drama	-	-	-	X	X	-	-	X	X
Class Officers	X	X	X	X	-	X	X	X	X
Student Government	X	X	X	X	X	X	X	X	X
School Annual	X	X	X	X	X	X	X	X	X
School Paper	-	X	X	-	X	X	-	-	-
Video Taping	X	X	X	X	-		X	X	X
Future Bus. Leaders of America	-	X	-	-	X	-	-	-	X
Future Farmers of America	X	X	-	-	-	X	X	X	X
Future Homemakers of America	-	X	-	-	X	-	X	X	X
Chorus	-	X	X	X	-	-	-	-	-
Singing Choirs	-	-	X	X	-	-	-	X	-
Stage Band	-	-	-	-	X	X	-	-	-
Tiger Club	-	-	X	-	-	-	-	-	-
Knowledge Bowl	X	-	X	X	-		-	-	-
National Honor Soc.	X	X	X	X	X	X	X	X	X
Problem Solving	-	X	-	-	-	-	-	-	-
Letter Club	-	X	-	-	X	X	X	-	X
Girls Federation	-	-	-	-	-	X	-	-	-
Computer Club	-	-	-	-		X	-	-	-
Science Club	-	-	-	-	X	-	-	-	-
Music	-	X	-	-	-	-	-	-	-
Jazz Band	-	-	-	-	-	-	-	-	X
Totals	19	29	26	21	24	19	23	24	24

Activity	Pa-louse	Tekoa	La-Crosse	Gar-field	Oakes-dale	Endi-cott	St.-John	Col-ton	Ros-alia
				Junior High School					
Basketball -Girls	X	X	X	X	X	X	X	X	X
Basketball -Boys	X	X	X	X	X	X	X	X	X
Volleyball -Girls	X	X	X	X	X	X	X	X	X
Track -Girls	X	X	X	X	X	X	X	X	X
Track -Boys	X	X	X	X	X	X	X	X	X
Football -Boys	-	X	-	X	X	X	X	X	X
Baseball -Boys	-	X	X	-	X	-	-	X	X
Pep Club	-	-	X	-	-	X	-	X	-
Pep Band	X	-	-	X	X	-	-	-	-
Cheerleading	X	X	X	X	X	X	-	-	X
Drama Club	-	-	X	-	-	X	-	X	-
Drama	-	-	-	X	-	-	-	X	-
Stage Band	-	-	X	-	X	-	-	-	-
Singing Choir	-	-	-	X	-	-	-	-	-
Chorus	-	-	-	X	-	-	-	-	-
Student Government	X	-	-	X	X	-	X	X	-
Tiger Club	-	-	X	-	-	-	-	-	-
Honor Society	X	-	X	X	-	-	-	-	X
Knowledge Bowl	-	-	X	X	-	-	-	-	-
Problem Solving	-	X	-	-	-	-	-	-	-
Totals	9	9	13	14	11	9	7	11	9

Special Programs by Grade Levels

A list of the special programs available in each study school district and in comparison schools is displayed in Table VI-4. The grade levels which are participating in the program are shown in parentheses. For example, Tekoa participates in Chapter I and II programs for grades K-12, but does not provide a gifted program. Oakesdale provides Chapter I and II opportunities for students in grades K-12 and has a gifted program for grades 4-12.

Chapter I and II programs are funded in part by funds derived from the federal govenment and transmitted in block grants to the state for use in improving language arts skills of pupils who are deficient. Special education is instruction provided for pupils with physical and learning disabilities. Gifted programs are designed to provide opportunities and challenges to stretch the development of high ability toward higher levels of potential in the acquisition of skills and knowledge. Remediation assistance is designed to assist pupils whose academic progress is less than the level of which they are capable due to some combination of factors or kind of hindering influence.

TABLE VI-4

SPECIAL PROGRAMS BY GRADE LEVELS

Program	Study Area Schools in Whitman County								
	Tekoa (229)[a]	Oakesdale (145)	Garfield (141)	Palouse (220)	St. John (350)	Rosalia (243)	LaCrosse (187)	Endicott (94)	Colton (200)
Chapter I & II	(K-12)	(K-12)	(1-8)	(K-12)	(1-12)	(K-12)	(K-12)	(K-12)	(K-12)
Special Education	(K-12)	(K-12)	(K-12)	(K-12)	(K-12)	(K-12)	(K-12)	(K-12)	Ages 4-21
Gifted Program	---	(4-12)	(K-12)[b]	---	(K-12)[b]	(5-8)[b]	(K-12)	(2)	(K-12)
Gifted-Problem Solving	(K-12)	---	---	---	---	---	---	---	--
Remediation Assistance Program (R.A.P.)	---	(2-6; 7-9)	(2-6; 7-9)[c]	(2-6; 7-9)	(2-9)	(1-9)	(1-9)	---	(2-9)
Computer Science	(1-12)	(K-12)	---	(9-12)	(K-6)[b]	---	---	(1-12)	(K-12)

	Washington Comparison Schools Outside Whitman County				
	A(310)[a]	B(329)	C(345)	D(370)	E(470)
Chapter I & II	(K-12)	(K-12)	6	(K-12)	1
Special Education	(K-12)	(K-12)	1	(K-12)	1
Gifted Program	(K-8)	[b]	---	[b]	(1-6)
Gifted Problem Solving	---	---	---	---	---
Remediation Assistance Program (R.A.P.)	(K-9)	(K-12)	---	(2,7-8)	(2-6)
Computer Science	(9-12)	(K-12)	---	(7-12)	(K-12)

[a]Enrollments grades 1-12, fall 1984. [b] In process of development. [c] For 1984 only.

Analysis of Support Services

In this section are presented some types of information on support services designed to facilitate the learning process. Among these are provisions for guidance and counseling, library facilities and materials, and administrative support services (custodial, clerical, secretarial, and personnel).

Guidance/Counseling Program

Several of the school districts report that an administrator with counseling training serves as the counselor. Teachers do most of the counseling referring only the more complex cases to the administrator-counselor. In addition, the typical pattern is for the counselor to serve grades K-12 with the majority of attention given to the upper grade levels. The assignment of the time between grades is not specified. This is particularly true of the guidance activities; most career planning is focused upon the students in grade 12. Shown in Table VI-5 are data on the availability of guidance and counseling programs in study area and comparison schools.

Most school districts reported the counselor uses either the classroom or administrator's office, with no room being designed as a counselor's office. Several schools reported a formal guidance program is not conducted but that occupational information is available for the student to access.

Information was sought to several specific questions regarding the guidance/counseling services available. These data are presented in Table VI-6 by district.

Seven of the study area schools reported having guidance and counseling services available to grades 9-12, and five had them also available to elementary and junior high school pupils. Except in Endicott where there was a halftime counselor available to grades 7-8 and 9-12, the time of a professionally trained counselor was quite minimal and spread thin.

Eight districts reported having an occupational information center or area available for use by grades 9-12, and all nine schools had catalogs of four-year colleges and universities available to those grades. Comparison schools weren't much different in their provisions of resources for guidance and counseling.

TABLE VI-5

GUIDANCE AND COUNSELING PROGRAM AVAILABLE BY SCHOOL

School District	1-12 '84 Fall Enroll.	Elementary	Junior High	Grades 9-12
Study Area Schools				
Tekoa	229	-[a]	-	X
Oakesdale	140	X	X	X
Garfield	141	-	-	-
Palouse	270	(2 persons per day grades K-12)		
St. John	350	X	X	X
Rosalia	243	X	X	X
LaCrosse	187	-	-	X
Endicott	94	X	X	X
Colton	200	X	X	X
Comparison Schools				
A	310	-	X	X
B	329	X	X	X
C	345	-	X	X
D	370	X	X	X
E	470	X	X	X

[a] X denotes program present.

TABLE VI-6

GUIDANCE STAFFING, FACILITIES, AND MATERIALS

School Districts	1-12 '84 Fall Enrollment	#FTE Trained Counselors		Private Coun. Offc. Space	Info. Center on jobs	Info. on Coll/Univ/ Schools
		7-8	9-12	9-12	7-12	9-12
Study Area Schools						
Tekoa	229	0	1	No	Yes	Yes
Oakesdale	140	.15	.15	Yes	Yes	Yes
Garfield	141	0	0	No	Yes	Yes
Palouse	220	(.5 K-12)		Yes	Yes	Yes
St. John	350	0	0	No	Yes	Yes
Rosalia	243	.25	.25	Yes	No	Yes
LaCrosse	187	0	0	Yes	Yes	Yes
Endicott	94	.5	.5	Yes	Yes	Yes
Colton	200	(.25 K-12)		Yes	Yes	Yes
Comparison Schools						
A	310	0	.13	Yes	Yes	Yes
B	329	(1 K-12)		Yes	Yes	Yes
C	345	.4	.4	Yes	Yes	Yes
D	370	(.7 K-12)		Yes	Yes	Yes
E	470	.2	.6	Yes	Yes	Yes

Library Services

The school districts reported few professionally trained library staff. Those in the school district generally have additional responsibilities beyond the library. The schools also report that school personnel are assigned on an ad hoc basis to assist in the libraries. For example, a teacher may be assigned to library responsibilities for one period a day.

Shown in Table VI-7 are the data by school for selected features pertaining to library educational support services serving grades 9-12.

Time devoted by a professionally trained librarian ranged from 0-.75 full-time equivalent. Use was being made of aides in some of the schools. Reported book collections ranged from 2,500 to 10,000 and the number of periodical subscriptions ranged from 18 to 103. Most schools subscribed to at least 3 newspapers so students have access to local, regional, and national news events. Encyclopedia knowledge resources ranged from 2 to a dozen. Resources for library services in comparison schools were similar to those in study area schools.

The high school library should be able to seat one-fourth of the sudent enrollment in grades 9-12 at any one time. This standard seems to have been met by libraries in each of the schools.

TABLE VI-7

SELECTED FEATURES REGARDING LIBRARY SERVICES

Library Feature	Study Area Schools in Whitman County								
	Tekoa (229)	Oakesdale (145)	Garfield (141)	Palouse (220)	St. John (350)	Rosalia (243)	LaCrosse (187)	Endicott (94)	Colton (200)
FTE Prof. Trained Library Staff	.50	.70	.25	0	0	.50	0	.75	.42
Library Aides	.50	.50	.50	1=.50 1=1 period	4	.375	.14 art	0	0
No. Library Mat:									
Books	3,789	5,050	10,000	2,800	--	9,000	3,500	2,500	4,650
Periodicals	85	30	55	18	50	103	50	85	30
Newspapers	3	4	5	3	3	3	5	4	5
Encyclopedias	4	7	12	2	--	10	11	6	6
No. Students Seated at One Time	24	28	20	65	30	50	40	150	27

	Washington Comparison Schools Outside Whitman County				
	A (310)	B (329)	C (345)	D (370)	E (470)
FTE Prof. Trained Library Staff	0	1	.50	.67	1
Library Aides	.519	2	0	0	.80
No. Library Materials:					
Books	3,200	NA[a]	5,000	5,510	6,000
Periodicals	42	30-40	NA[a]	31	36
Newspapers	4	4	5	2	6
Encyclopedias	7	7	6	9	7
No. Students Seated at One Time	20	30	35	30	60

[a]Not available.

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Administrative Support Services

Except in the St. John district, there was a first aid/sick room reported available for grades 7-8, and for grades 9-12 except in St. John and Tekoa. Except in Palouse, hot lunches were served grades 7-12.

Shown in Table VI-8 are the numbers of administrative support personnel available within the study area and comparison districts. Shown are the reported portions of full-time equivalent (FTE) assistance provided the schools to attend the secretarial/clerical, custodial/maintenance, and administrative tasks necessary for school functioning. As can be seen, the amount of assistance varies among the districts, and none of them have very much secretarial/clerical help, especially to take care of the educationally related clerical work. A good assumption is that teachers do much of their own clerical/office type work in preparing instructional materials for class use and tests. Although support services in the study area and comparison schools are comparable, there are a greater number of support staff for the larger comparison districts.

TABLE VI-8

NUMBER OF SUPPORT STAFF

Type of Support Staff	Number of Full Time Equivalent (FTE) Staff								
	Study Area Schools								
	Tekoa (229)	Oakes-dale (145)	Gar-field (141)	Pal-ouse (220)	St. John (350)	Ros-alia (243)	La-Crosse (187)	Endi-cott (94)	Col-ton (200)
District Custodians	2	1.65	2	3	3	2.27	2.50	2	1.50
Supt. Clerical/ Sec. Book-keeper	1	1.24[a]	1	1	.5	1	1	.50	.96
Prin. Clerical/ Sec. Staff	1	.24	1	1	.5	1	.60	.50	.92
Dist. Admin.	1.0	.5	.5	.5		1.0	.67	.5	1
School Bldg. Admin. 7-12	.5	.5	.5	.5	1	.5	.67	.25	1

	Comparison Schools				
	A (310)	B (329)	C (345)	D (370)	E (470)
FTE District Custodian	2.5	2	2	2.35	3
Supt. FTE clerical/Sec. Bookkeeper	1	1	1.5	1	2
Prin. FTE Clerical/Sec. Staff	.603	1	1	.75	1
Dist. Admin.	.571	1	3	2	3
School Bldg. Admin. 9-12	1	1.5	1	1	1

[a]Another .24 FTE clerical serve teachers

Analysis of Teaching Assignments and Class Size

Teaching Assignments

In this section is information on the subject specializations (majors and minors) for each teacher of grades 9-12 and their teaching assignments. The purpose of this analysis was to determine the extent to which teachers in the schools were teaching in their areas of preparation. It is not unusual in small schools with limited resources (money, faculty, etc.) for teachers to be assigned in areas outside their speciality in order that certain courses can be available. Usually such assignments are in areas where a faculty member has had some training, such as a foreign language, but did not major or minor. This information is shown in Table VI-9.

Data from teaching assignments are shown by teacher for each school. Viewing the information one can see that for teacher #1 in school district 1 (1.1) the major was music and there were no minors; however, teacher #2 in the same district (1.2) had a major in English with minors in education, chemistry, and mathematics. Teacher #1 taught music and was assigned to produce the school annual. Teacher #2 taught English/Reading, general science, and mathematics. Other data are to be read in similar fashion.

An analysis of assignments and areas of academic specialization revealed that 23% of the class assignments were out of the area of specialization. Three percent of these were in the area of computer science, a relatively new area in which it has not been possible to major or minor until relatively recently.

In a similar 1985 study involving six Washington small school districts in the Blue Mountain area conducted by Dr. Philip Reiter, Prescott School District and Edward R. Larsen, Waitsburg School District, it was found that 29% of the teacher assignments were out of the teacher's major and minor areas. The largest out-of-area placement was found to occur when high school teachers were assigned at the junior high school level. The tenured stability of staff in small rural schools may force existing staff to pick up changing (graduation and basic education) program requirements and expectations, regardless of major and minor preparations of teachers. As school size decreases, teachers may be required to prepare for more different preparations per day. Also in some instances teacher interest and training (for example, workshops, inservice training, or vocational experience in areas such as computer science, photography, etc.) for the position may include those not recognized by the state. State requirements seem to correlate more easily with some major and minor areas than others in small rural school districts (for example, English major 6 offerings grades 7-12 but Art major 2 classes). Although teachers in small rural schools are expected to be diverse to meet school requirements and provide enrichment, university teacher preparation programs do not prepare teachers adequately for this diversity needed in those types of schools.

Class Size

To assist with the analysis of utilization of teaching personnel and stations information was compiled to show the number of students per class period. In Table VI-10 one can see that in Palouse there were 15 class periods per week in which there were five or less students in a particular class. In Colton there are ten class periods with five or fewer students while in Oakesdale there are 55 class periods per week with five or less students.

TABLE VI-9

FACULTY ACADEMIC MAJORS/MINORS AND TEACHING ASSIGNMENTS - GRADES 7-12

School & Teacher	Acad. Major	Minors 1	2	3	Lang Arts	Speech/Drama	Music	Art	Journalism	English	Engl/Reading	Publications	Gen. Sci.	Anatomy	Biology	Chemistry	Phy Sci/Physics	Earth Science	Home Econ.	Family Living	Algebra	Adv. Math	Geometry	Math	Bus Math	Typing	Bookkeeping	Accounting	Computer Sci	Keyboarding	Bus Law	Bus. Com.	Social Studies	World Geography	History	Econ.	Psy/Soc	Civics	C.World Prob.	Psychology	German	French	Spanish	Phy Edn	Health	So. Edn	Chapt. I	Library	Career Ed	Shop	Drafting	Agriculture	Resource Room	Traffic Safety
1.1	Music	N	N	N			x					x																																							
1.2	English	Educ.	Chem.	Math							x		x								x																																
1.3	Home Ec	IE	N	N				x				x							x																																	
1.4	Phy.Sci.	Biol.	Math	N										x	x							x	x																						x							
1.5	Phy. Edn.	Bus.	Health	N																					x	x	x			x																x							
1.6	History	Pol Sci	N	N							x																						x	x		x																	
1.7	Elem Ed	Sp Ed/ Psych	N	N																																																
1.8	Phy Edn	History	N	N																				x														x									x						
1.9	Ind. Edn	N	N	N																				x																													
1.10	German Cl. Lang	Engl	Hist	N					x																																x												
2.1	Engl Soc. St.	French	N	N					x																								x				x						x								
2.2	Soc. St.	PE	H	N					x																								x				x						x								
2.3	Soc. St.	Math	Biol	Comp Sci										x	x							x	x						x																							
2.4	Speech	Art	Bus	Engl			x	x																					x	x																							
2.5	Educ Agri	N	H	N								x																																								
2.6	Magic	N	H	N		x																																													
2.7	Soc. St.	Engl	Span	N																																															
2.8	Psych Soc. ST.	N	N	N																													x																			
2.9	PI	Sci	N	N								x																																							
2.10	I I Ed																																																	
2.11	PE Home Ec	N	N	N																																															
		Econ	Soc ST	Elem														x																																	

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TABLE VI-9 (Cont.)

School & Teacher	Acad. Major	Minors 1	2	3	Lang Arts	Speech/Drama	Music	Art	Journalism	English	Engl/Reading	Publications	Gen. Sci.	Anatomy	Biology	Chemistry	Phy Sci/Physics	Earth Science	Home Econ.	Family Living	Algebra	Adv. Math	Geometry	Math	Bus Math	Typing	Bookkeeping	Accounting	Computer Sci	Keyboarding	Bus Law	Bus. Gen.	Social Studies	World Geography	History	Econ.	Psy/Soc	Civics	C.World Prob.	Psychology	German	French	Spanish	Phy Edn	Health	Sp. Edn	Chapt.	Library	Career Ed	Shop	Drafting	Agriculture	Resource Room	Typing/Shorthand
3.1	Engl Edn	Lib/ Media	N	N						X																																									
3.2	H & PE	Sec St	Math	Sci									X	X								X	X		X																			X								
3.3	Elem Edn	Engl	Art	Soc St					X	X		X																																								
3.4	Music Edn	M	N	N			X						X																				X																				
3.5	Home Ec	Sci	Child Dev.	Elem						X										X	X																																
3.6	Math	Chem	Physics	Speh											X	X												X																										
3.7	Phy Edn	Bus Ed	N	N																				X	X	X										X	X						X								
3.8	Ind Arts	Mil Sci	N	N																																								X					X			
3.9	El/Sec Edn	Music	Drama	N																																												X			X		
4.1	Biol Nat Sci	Chem	N	N									X		X	X	X																																				
4.2	Engl Psych	Sociol	N	N						X																																								X				
4.3	Reading Elem Edn	Math	Lib Sci	N			X			X																																								X				
4.4	Pol Sci History	Engl	N	N		X				X																						X	X																				

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TABLE VI-9 (Cont.)

School & Teacher	Acad. Major	Minors 1	2	3	Lang Arts	Speech/Drama	Music	Art	Journalism	English	Engl/Reading	Publications	Gen. Sci.	Anatomy	Biology	Chemistry	Phy Sci/Physics	Earth Science	Home Econ.	Family Living	Algebra	Adv. Math	Geometry	Math	Bus Math	Typing	Bookkeeping	Accounting	Computer Sci	Keyboarding	Bus Law	Bus. Gen.	Social Studies	World Geography	History	Econ.	Psy/Soc	Civics	C.World Prob.	Psychology	German	French	Spanish	Phy Edn	Health	Sp. Edn	Chapt. 1	Library	Career Ed	Shop	Drafting	Agriculture	Resource Room	Traffic Safety
4.5	NA	NA	NA	NA																																																
4.6	Music	Soc. St.	Sci	N			X																																														
4.7	Math	PE	Engl	N																	X	X	X	X																														
4.8	English	PE	Soc St	N		X				X	X																								X									X									
4.9	Home Econ																																																			
	Vocational	PE	N	N								X									X			X											X										X							
4.10	Bus Edn	PE	N	N																					X	X		X	X																								
4.11	Elem Edn																																																			
	PE	Soc St	N	N																																															
4.12	Spec Edn																																																		
	Soc Sci	Engl	Lib	N				X																																											
5.1	Soc Sci	N	N	N																																																
5.2	P. Educ.	Health	Dr Edn	Soc St																								X		X																							
5.3	Art Edn	Geog.	N	N				X				X																				X																				
5.4	Math	Geog	N	N																		X	X	X	X				X																								
5.5	Music Edn	N	N	N			X																																													
5.6	Elem Ed	Earth																																																		
	Soc Edn	Sci	N	N																																															
5.7	Home Ec																																																		
	H Ec Edn	Sci	N	N															X	X				X	X																												
5.8	French	Hist	N	N		X																																													
5.9	Engl Edn	Soc Sci	N	N		X	X			X																																									
5.10	Nat Sci	Math	Phy Sci	Bio Sci																																															
	Bio Sci	Speech	Ph										X	X	X																																				
	Phy Sci																																																		

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TABLE VI-9 (Cont.)

School & Teacher	Acad. Major	Minors 1	2	3	Lang Arts	Speech/Drama	Music	Art	Journalism	English	Engl/Reading	Publications	Gen. Sci.	Anatomy	Biology	Chemistry	Phy Sci/Physics	Earth Science	Home Econ.	Family Living	Algebra	Adv. Math	Geometry	Math	Bus Math	Typing	Bookkeeping	Accounting	Computer Sci	Keyboarding	Bus Law	Bus. Com.	Social Studies	World Geography	History	Econ.	Psy/Soc	Civics	C.World Prob.	Psychology	German	French	Spanish	Phy Edn	Health	Sp. Edn	Dept. I	Library	Career Ed	Shop	Drafting	Agriculture	Resource Room	Traffic Safety
6.1	H.P.E.R.	Biol	N	N									X		X																								X				X	X								
6.2	Math	Hist	Soc St	N																																	X			X												
6.3	PE	Health	Engl	Coach						X		X																																									
6.4	Math Math Edn	Physics	PE- Coach	N													X				X	X	X					X																										
6.5	PE	Hist	N	N									X												X																				X									
6.6	Ag Mech Agri.	Biol	Chem	N																																															X	X	X	
6.7	Music Edn	N	N	N			X																	X	X																												
6.8	Soc Sci	Engl	PE- Coach	N																						X							X	X			X	X														
6.9	Lang Arts	HPE	N	N						X																										X																	
7.1	Bus Edn	N	N	N		X																			X	X	X																										
7.2	Home Econ Music	Music	N	N			X												X																																		
7.3	PE	Health	N	N				X		X		X																																X									
7.4	Biology	Chem	U	N									X		X	X													X																								
7.5	PE	Soc. S.	N	N																													X	X			X							X								
7.6	English	Soc Sci	N	N						X																																											
7.7	Voc Edu	Sci	N	N																					X																										X		X	
7.8	Chem	Math	N	N											X						X		X																														
7.9	History	Econ	N	N	X								X																				X																				
7.10	Lang Arts	Math	N	N						X															X																												

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TABLE VI-9 (Cont.)

School & Teacher	Acad. Major	Minors 1	2	3	Lang Arts	Speech/Drama	Music	Art	Journalism	English	Engl/Reading	Publications	Gen. Sci.	Anatomy	Biology	Chemistry	Phy Sci/Physics	Earth Science	Home Econ.	Family Living	Algebra	Adv. Math	Geometry	Math	Bus Math	Typing	Bookkeeping	Accounting	Computer Sci	Keyboarding	Bus Law	Bus. Gen.	Social Studies	World Geography	History	Econ.	Psy/Soc	Civics	C.World Prob.	Psychology	German	French	Spanish	Phy Edn	Health	Sp. Edn	Chapt. 1	Library	Career Ed	Shop	Drafting	Agriculture	Reparce Room	Traffic Safety
8.1	Inst. Music	Choral Music	Elem. Edn.	N			X																					X																								
8.2	Phy Edn	Sci	Math	N				X							X								X																														
8.3	Chemistry	Math	N	N												X	X	X			X		X																						X									
8.4	History	Dr Edn	PE	Social																		X																																
8.5	Journalism English Phy Edn	Nat Sci	Soc St	N																														X			X							X									X
8.6	English	Spanish	Lib/ Media	N	X				X	X		X																						X																		
8.7	Bus Edn Phy Edn	N	N	N					X																																											
8.8	Ag Edn	Sci	Dr Edn	N																					X	X				X				X																		
8.9	Home Econ	Sci	Lib Sci	N																																														X	X	
8.10	Sp Edn	Elem Edn	N	N	X					X								X																																		

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TABLE VI-9 (Cont.)

School & Teacher	Acad. Major	Minors 1	2	3	Lang Arts	Speech/Drama	Music	Art	Journalism	English	Engl/Reading	Publications	Gen. Sci.	Anatomy	Biology	Chemistry	Phy Sci/Physics	Earth Science	Home Econ.	Family Living	Algebra	Adv. Math	Geometry	Math	Bus Math	Typing	Bookkeeping	Accounting	Computer Sci	Keyboarding	Bus Law	Bus. Com.	Social Studies	World Geography	History	Econ.	Psy/Soc	Civics	C.World Prac.	Psychology	German	French	Spanish	Phy Edn	Health	Sp. Edn	Chapt. 1	Library	Career Ed	Shop	Drafting	Agriculture	Resource Room	Traffic Safety
9.1	Music	N	N	N			X																	X																												
9.2	Math	Sci	N	N																		X	X	X	X																												
9.3	English	Speech	N	N						X																																											
9.4	Home Ec	Soc Sci	N	N															X							X																											
9.5	PE	Psych	N	N						X														X																						X							
9.6	Spanish	Engl	French	N																																								X							
9.7	PE	Soc Sci	N	N														X																	X	X									X						
9.8	Ind. Edn.	Soc Sci	N	N																								X									X									X					
9.9	Reading	Hist	N	N								X																																								
9.10	Lib Sci																																																		
	Soc Sci	Engl	N	N							X															X																											
9.11	Phy Sci	Earth Sci	N	N									X		X		X																																			
9.12	VII Ag	Sci	N	N																																														X		X

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TABLE VI-10

NUMBER AND PERCENT OF WEEKLY CLASS PERIODS BY STUDENT SIZE

Number and Percent By School		Number of Class Periods Per Week By Size					
		1-5	6-10	11-15	16-20	21-25	26 and Over
1	Number	47	68	85	35	0	1
	Percent	20	29	36	15	-	-
2	Number	77	29	5	2	0	0
	Percent	68	26	4	2	-	-
3	Number	55	50	65	25	11	10
	Percent	25	23	30	12	5	5
4	Number	80	68	56	52	45	26
	Percent	24	21	17	16	14	8
5	Number	25	107	67	10	3	0
	Percent	12	50	32	5	1	-
6	Number	15	20	40	65	20	0
	Percent						
7	Number	30	31	49	72	50	50
	Percent	10	11	17	26	18	18
8	Number	21	76	57	61	19	0
	Percent	9	32	24	26	8	-
9	Number	10	55	60	50	40	10
	Percent	4	24	27	22	18	4
Totals		360	504	484	372	188	96
Percents		18	25	24	19	9	5

The most common class size ranged from 6 to 15 students. There were 475 classes with 6 to 10 students and 479 with 11 to 15. Classes of 16 to 20 are next in number with a total of 370. There were 283 classes with one to five students. There were fewer classes with larger numbers. In 188 class periods there were 21 to 25 students, and in 56 classes there were 26 to 30 students. In 41 classes there were over 30 students. These largest classes were primarily physical education or music.

Only three schools had classes of over 30 students and four schools had classes of between 26 and 30.

The ratio of students to teacher is an important consideration in determining the amount of individual instruction each student can get from a teacher. However, the lower ratio also portends budgetary implications. Then too, sometimes a larger class can stimulate interaction and diversity.

One can determine that for all schools 18% of the high school classes offered weekly had 1-5 pupils in them. One-fourth had 6-10 pupils; 24% had 11-15 pupils; 19% had 16-20 pupils, and 14% had over 20 pupils. Of all classes 43% had 10 or fewer pupils and 43% had 11-20 pupils, and 14% had more than 20 pupils; thus, 86% of all high school classes had fewer than 20 pupils in them.

Summary

The information presented in this chapter has been summarized as follows:

1. There were variations among the study area and comparison schools in the number of credit units offered among each of the 15 subject fields.

2. Number of credits offered by study area schools ranged from 37 to 53 units, and among comparison schools, the range was 38 to 58-1/2 units. Number of credit units offered seemed unrelated to total school enrollment size.

3. The total number of extra curricular (extra-class) activities available for junior high school pupils ranged from 7 to 14 among study area schools and from 6 to 11 among comparison schools. The percentages of athletic related activities ranged from 57% to 89% among study area schools and 50% to 100% among comparison schools.

4. The total number of extra curricular (extra-class) activities available for high school pupils ranged from 19 to 29 among study area schools and from 19 to 32 among comparison schools. The percentages of athletic related activities ranged from 52% to 73% among study area schools and from 50% to 63% among comparison schools.

5. The offering of special programs (i.e. Chapter I and II, gifted program, gifted problem solving, remediation assistance, and computer science) were about the same regardless of school enrollment size among study area and comparison schools.

6. There was variation among the study area schools in the provision of guidance and counseling programs available for elementary, junior high and high school pupils. All comparison schools had this provision for junior high and high school levels, but varied at the elementary school level.

7. All study area and comparison schools provided information in grades 9-12 on colleges, universities, and schools.

8. All but one of the study area schools reported the provision of an occupational information center for grades 7-12; all comparison schools reported this provision.

9. While all comparison schools reported the availability of a private counseling office space, three of the study area schools reported the absence of such a facility.

10. The presence of trained counselors for grades 9-12 ranged among study area schools from 0 to .5 FTE and among comparison schools from .13 to .6 FTE. At the 7-8 grade level the range was 0 to .5 FTE among study area schools and from 0 to .4 FTE among comparison schools.

11. The availability of professionally trained library staff ranged from 0 to .75 FTE among study area schools and from 0 to 1 FTE among comparison schools.

12. Library materials and resources holdings among study area school and comparison schools were similar.

13. The number of library aides ranged from 0 to .5 FTE among study area schools and from 0 to .8 FTE among comparison schools.

14. School districts in both the study area and comparison schools with larger enrollments tended to have a larger amount of administrative support services (custodial, clerical, administrative).

15. With variations among school districts, for the nine districts 18% of the high school classes per week had 1-5 pupils, 25% had 6-10, 24% had 11-15, 19% had 16-20, 9% had 21-25, and 5% had 26 or more. Of all high school classes, 43% had 10 or fewer pupils, 43% had 11-20 pupils, and 14% had over 20 pupils.

16. For all districts, 23% of the teacher assignments were out of the major and minor areas of teacher specialization.

CHAPTER VII

SELECTED ADMINISTRATIVE CONSIDERATIONS

In this chapter are presented data on several types of administrative considerations pertinent to the study of cooperation among school districts. They are shown in several separate parts of the chapter and pertain to (1) utilization of instructional space, (2) enrollment projections, (3) transportation, and (4) inter-district arrangements for cooperation among school districts in Washington.

Part I - Space Utilization

Introduction

A study about the adequacy of building facilities for instructional purposes would not be complete unless information was obtained about present rates of utilization. This kind of information is needed to determine whether spaces contain more students than they should for good instruction to take place or whether additional students could be accommodated. For long range planning, this type of information combined with projected enrollments during future years reveals whether the amount of space can accommodate the expected numbers of children at the different grade levels.

Utilization of instructional space has been studied by accumulating data about the number of student stations found in each instructional space and the number of students reported in each space each hour during each of the school days during a week. Using this approach there are three specific types of measurements, namely, weekly room use, weekly student station use, and weekly station use when rooms are in use. A second approach is to compute capacity of each instructional space using square foot measurements made by members of the study team and to apply typical standards about the number of square feet needed per student for the kind of instructional activity to be conducted. The second approach is typically part of a functional adequacy analysis which was not part of this study phrase.

The reason for the two approaches is that the first approach examines utilization based on the number of student stations actually in each space. (A student station is a chair, desk, work position in a shop, or place in a laboratory where equipment and materials can be used.) The other approach examines utilization based on a desirable standard of how many student stations there ought to be in each size space for the purpose for which it is used.

Instructional Space Utilization

One can determine the percentage of time a space is used relative to total possible use (room use utilization). That is, if the time during the day when classes can be scheduled is six periods each of 5 days in a week, then the total times for possible use would be 30 periods. The percent of total time during a week when space is in use gives the weekly room period utilizations. For example, if classes are scheduled into an instructional space for 25 periods, the percentage of possible use is 83 percent. The room period use measure can be used to find out how many additional classes can be accommodated in the space.

Secondly, since room period utilization reflects only the extent to which rooms are used, it is necessary to describe the extent to which student stations (seats, desks, laboratory spaces, or other instructional places for an individual) contained in a room are used. Thus, a room with 26 desks may be used for a class of only 13 students. If the room was in use every period of the day and week and there were 26 students in each class, the student stations would be 100 percent. If, however, during that total time there were only 13 students in the room, the weekly student station use would be 50 percent. One measure of student station use is to determine what percentage of the total time in a week all available stations are used such as in the example given. This measure can be used to find out if more students could be accommodated in the space.

Third, in instances where instructional spaces are not used either all periods of the day or not all periods on certain days of the week, a measure of student station utilization when a room is in use can be determined. This gives the percentage of total number of student stations used only when the room is in use during the week. In schools for grades 1-12, due to daily scheduling of classes each day throughout a week, quite often the percentage of weekly student station utilization and the percentage of student station utilization when rooms are in use will be identical. Measures of student station use will reveal how many additional students can be accommodated. Thus, it is necessary to use both measures of student station use and room use measures to get a picture of space use.

More refined analyses can be made of room period and student station use each day and for each hour of a day during a week. However, the measures mentioned above are adequate for this study.

Shown in Table 1 are the space utilization data for each school district for grades 9-12 (data for elementary and junior high school will be added). Totals are given for classroom space, laboratory space, and specialized uses. One can see, for example, that Room #2 - Science in Oakesdale was used 42.9% during the week. During the week student station utilization was 21.4%; this indicates that the space could accommodate 78.6% more students than are currently enrolled. One can see also that the band room is used 28.6% of the weekly time available, and that during the week, student station use is 20.1%. When the room is in use, it is 70.3% utilized. The room could accommodate 79.9% more students weekly but during the times the space is utilized, 29.7% more students could be accommodated. Other data are to be read the same way.

Such spaces as the gymnasiums, multi-purpose and resource rooms, and library areas are specialized instructional spaces in a different category than classrooms or laboratory spaces. While some classes are scheduled in them, these spaces are not usually considered available for class scheduling on the same basis as classrooms. Sometimes they are used to locate overflow class activities when space is scarce or to give individualized instruction.

Typically, laboratory type instructional spaces in high schools are not utilized to the extent that classroom space is used. In colleges the opposite may be the case. Because there are differences, utilization of classroom and laboratory types of space have been presented separately.

In the case of Oakesdale, for example, the percentage of time during the week all classrooms are used is 61.9%. There are wide variations among rooms in weekly use. Student stations utilization during the week was 30.8%, and when in use student station classroom use was 59.6%. Laboratories are typically utilized at a much lower rate than classrooms. Room period weekly utilization should not be much more than 80% as a standard which still permits flexibility in scheduling. Weekly student station utilization and student station utilization when space is in use should not exceed 100%, otherwise, the space is overcrowded.

TABLE VII-1

WEEKLY UTILIZATION OF INSTRUCTIONAL SPACE

	Percent Use		
	Room Period	Student Station	Student Station When In Use
Oakesdale			
#2 Science	42.9	21.4	50.0
#3 Home and Family Living	71.4	33.9	47.5
#4 Business	42.9	7.6	17.8
#5 English	85.7	50.0	58.3
#8 Computer Science	71.4	37.7	52.7
Total Classrooms	61.9	30.8	59.6
Art	74.3	29.1	39.2
Shop	54.3	19.0	35.2
Total Laboratory	64.3	24.7	37.7
Band	28.6	20.1	70.3
Library	57.1	4.8	8.3
Gym	42.9	-	-
Resource Room	42.8	7.1	16.7
#1-5 Grades 1-6	100.0	41.7	41.7
#6 - Grade 6 for 2 periods	33.0	11.1	33.3
Audio Equipment - Spec. Educ.	16.6	2.0	10.0
Endicott			
#2 English/Soc. S.	57.1	29.4	34.0
#3 Math.Science	57.2	17.7	31.0
#4 Business	28.6	7.1	25.0
#5 Junior High classes	42.8	30.6	48.0
#6 Spanish	14.3	2.0	13.3
Total Classrooms	40.0	13.1	33.3
#7 Home Economics	28.6	5.7	20.0
Art Room	100.0	2.1	15.0
Agriculture	57.1	10.0	17.5
Ag Shop	14.3	3.6	25.0
Wood Shop	14.3	5.0	35.0
#9 Computer Lab	42.9	15.7	36.7
Total Laboratory	34.3	7.3	22.7

	Endicott (cont.)		
Music	71.4	21.4	30.0
Old Gym	57.1	-	-
New Gym	57.1	-	-
Library	100.0	4.0	14.0
Multi-Purpose	(As Needed)		
A-V Room	(As Needed)		
# 11 and 12 - Grades 1-4	85.7	84.3	92.2
Kindergarten Room #13	57.1	42.9	75.0
Resource Room	57.1	28.6	50.0
	Colton		
Math	85.7	46.9	54.8
Math/Music	85.7	39.2	68.6
English	85.7	49.7	58.0
Spanish	28.6	14.3	50.0
Computer	57.1	31.4	55.0
History/Health/Career Ed.	71.4	45.7	64.0
Business	57.1	24.6	43.0
Science	85.7	48.6	56.7
7/8 Math/Engl/Reading	42.9	26.9	62.7
Total Classrooms	64.9	36.3	53.6
Home Economics	28.6	13.8	48.3
Total Laboratory			
Gym/PE	57.1	-	-
#1-6 Elementary	100.0	62.1	62.1
Kindergarten	28.6	21.7	76.0
#18 Science	85.7	60.6	70.7
#32 History	57.1	41.1	72.0
#19 Math	71.4	28.0	39.2
#30 Business	42.9	23.6	55.0
7th Grade	57.1	41.1	72.0
8th Grade	57.1	40.0	72.0
Total Classrooms	61.9	39.5	63.1
Ag Shop v Classroom	85.7	47.1	66.7
Art (8th Sci)	14.3	9.5	66.7
#27 Home Econ (Misc)	42.9	22.4	52.2
Total Laboratory	47.6	28.1	64.2
Gym	42.8	-	-
#15 Library	100.0	5.2	36.7
	St. John		
English	71.4	48.1	67.3
Math	71.4	43.8	61.3
Typing	42.8	25.6	59.7
History	42.8	35.2	82.1
Commercial	57.1	23.3	40.8
Science	71.4	24.0	42.0
8th	71.4	60.9	85.4
7th	85.7	77.5	90.4
Total Classrooms	62.5	42.3	67.4

St. John (Cont.)			
Ag Classroom	57.1	38.6	67.5
Ag Shop	57.1	23.8	41.7
Art	28.6	6.8	23.9
Home Economics	42.8	22.6	52.8
Total Laboratory	46.4	20.6	47.6
Band	57.1	28.1	49.1
Gym	100.0	-	-
Rosalia			
English 118	71.4	55.0	77.0
Social Studies 117	28.6	23.1	80.8
Math/Lang Arts 115	71.4	24.2	33.8
Business Ed 114	28.6	16.0	56.0
Math 113	85.7	51.8	60.4
Science	100.0	57.1	57.1
7th Grade	62.9	57.8	91.9
8th Grade	71.4	43.6	61.0
Total Classrooms	70.4	42.5	60.8
Homemaking	100.0	29.8	29.8
Art	28.6	14.8	51.8
Ag Shop	57.1	31.4	55.0
Voc Agriculture	62.9	25.7	40.9
Total Laboratory	62.1	24.4	39.8
Special Educ	100.0	15.0	15.0
PE	25.7	-	-
Music	28.6	14.8	51.8
Computer	14.3	15.2	106.3
#1-6 Elementary	81.2	70.6	88.0
Kindergarten	95.0	71.3	75.0
Resource Room	91.6	30.7	33.5
Garfield			
Business #11	71.4	36.9	51.7
Engl/Foreign Lang #12	71.4	23.4	32.8
Science #14	85.7	29.7	34.7
Math/Computers #18	100.0	24.0	24.0
Social Science #19	71.4	29.3	41.0
English #20	85.7	35.4	41.3
Total Classrooms	80.9	29.8	36.6
Art	90.0	46.2	51.4
Home Economics #9	57.1	28.6	50.0
Shop #15	14.3	4.3	30.0
Total Laboratory	47.0	19.1	42.5
LaCrosse			
Science	71.4	24.3	34.0
Language Arts	85.7	40.5	47.2
Mathematics	28.6	4.8	16.7

	LaCrosse (cont.)		
Commercial	28.6	12.9	45.0
Speech	71.4	22.4	31.3
Social Science	100.0	38.1	38.1
8th Grade	85.7	35.2	41.1
Total Classrooms	67.3	25.4	38.0
Arts & Crafts	28.6	11.9	16.7
Home Economics	42.9	16.7	38.9
Total Laboratory	35.7	14.3	40.0
Music	57.1	17.8	31.1
Resource Room	71.4	11.9	16.7
Computer	14.3	4.6	32.0
Rooms 1-6	85.7	47.4	62.3
Kindergarten	60.0	37.7	44.0
Music	14.0	8.0	56.7
	Tekoa		
#3 Science/Math	85.7	65.1	75.9
#4 Social Science	74.3	44.4	59.7
#7 J.H. Engl/Read, HS Engl	100.0	48.1	48.1
#8 Classroom (NA)	71.4	60.3	84.4
Typing	57.1	23.1	40.5
Total JH/HS Classrooms	77.7	47.4	59.6
Shop	71.4	22.4	31.3
Home Economics	71.4	27.7	38.8
Art	14.3	14.3	14.3
Computer/Business Machines	57.1	19.0	33.3
Total Laboratory	53.6	22.3	37.8
Band	22.9	14.0	61.3
Resource Room	14.3	12.2	85.7
#1-6 Elementary Classrooms	94.8	74.2	79.6
Chapter 1	100.0	44.2	47.4
Kindergarten	33.3	33.3	100.0
Elementary Gym	62.5		
Library	20.0	11.0	55.5
Resource Room	50.0	20.3	40.6
A-V Room/Music/Basement Hall	9.5	8.0	71.9

Information in Table VII-1 are summarized below for classrooms serving grades 1-6 and 7-12 with the exception of Endicott where grades 5 and 6 are accommodated in the same building as are higher grades.

School Districts	Room Period Weekly Use	Student Station	Station When In Use
Oakesdale			
1-6	100.0	41.7	41.7
7-12	61.9	30.8	59.6
Laboratory	64.3	24.7	37.7
Endicott			
1-4	85.7	84.3	92.2
5-12	40.0	13.1	33.3
Laboratory			
Colton			
1-6	100.0	62.1	62.1
7-12	64.9	36.3	53.6
Laboratory	28.6	13.8	48.3
Palouse			
1-6			
7-12	61.9	39.5	63.1
Laboratory	47.6	28.1	64.2
St. John			
1-6			
7-12	62.5	42.3	67.4
Laboratory	46.4	20.6	47.6
Rosalia			
1-6	81.2	70.6	88.0
7-12	70.4	42.5	60.8
Laboratory	62.1	24.4	39.8
Garfield			
1-6			
7-12	80.9	29.8	36.6
Laboratory	47.0	19.1	42.5
LaCrosse			
1-6	85.7	47.4	62.3
7-12	67.3	25.4	38.0
Laboratory	35.7	14.3	40.0
Tekoa			
1-6	94.8	74.2	79.6
7-12	77.7	47.4	59.6
Laboratory	53.6	22.3	37.8

Laboratory spares serving grades 9-12 are also included. Weekly room period utilization in spares serving grades 1-6 (Endicott grades 1-4) is high as expected with self contained classrooms. In schools where the percentage is

less than 100% children are moved for a period for some type of specialized activity such as library, music, art, or other activity. At the junior high/senior high school levels information indicates considerable more room exists to serve students than are presently being served, and there is the case also for spaces serving the elementary grades except in Tekoa, Rosalia, and Endicott. The percentage of student station use only during times when space is in use is approximating the maximum for elementary grades in Tekoa, Rosalia, and Endicott. At the junior high/senior high school levels, more students could be accommodated not only in classrooms and laboratories during each week but also in periods during which the spaces are in use.

PART II - Enrollment Projections

Introduction

Methods used in projecting enrollments reflect birth rate trends, percentages of dropouts, death rates, rate of private school attendance, grade retention rates, migration rates, and percentages of handicapped children not eligible for public education. Projections also are based on the assumption that economic and social conditions will not change radically from what they are presently and from what they have been during the past 5-6 years. The method does not account for the unknown happenstance of a windfall or a catastrophe, such as one or more businesses or industrial enterprises moving into or out of the area, a major economic depression, or an unforeseen military conflict. Such unforeseen events will invalidate any enrollment projections, regardless of method used.

Methods and Projections

Several different methods were used for developing the enrollment projections shown. First to project first grade enrollments beyond Fall 1984, the average annual rate of change of enrollment in grade one was calculated for the years 1980-81 - 1984-85 (5 year period). Average annual rates of movement of pupils from one grade to the next (i.e., first grade to second grade, second grade to third, etc.) were calculated over the last 5 and 7 year periods.

Assumption I was that the first grade enrollment would continue to increase at the same rate as the average annual rate during the years 1980/81 - 1984/85. Furthermore, the annual average rate of pupil movement from one grade to the next during the 1980/81 - 1984/85 period was assumed to apply to the future (5 years).

Assumption II projected the increase of enrollments in grade one from 1984 to 1995 at the same average annual rate of change as occurred during the period 1980-1984. Under Assumption II the annual average rate of pupil movement from one grade to the next was projected at the same rate as it had been over the last seven years -- 1978-1984.

Shown in Table VII-2 are the actual October enrollments by grade grouping for each of the years 1978/79, 1981/82, and 1984/85. This information will show what changes in enrollment have happened in each school district. From these data it is possible to determine that between 1978/79 and 1984/85 enrollments of all districts in grades 7 and 8 decreased from 266 to 244, or 8.3%; there was a decrease of 25.8% in grades 9-12/ There were variations among the districts in the percentage decrease in enrollments for grades 9-12, but enrollments in these grades declined in all districts. In St. John, Palouse, and Oakesdale there were slight increases of enrollments between 1978/79 and 1984/85 in grades 7 and 8. In all districts total 1-12 enrollments decreased.

TABLE VII-2

ENROLLMENTS BY GRADE FOR SELECTED YEARS

District	1-6	7-8	1-8	9-12	1-12
Colton					
1978/79	62	17	79	119	198
1981/82	62	19	81	96	177
1984/85	72	17	89	94	183
Rosalia					
1978/79	112	39	151	96	247
1981/82	126	40	166	71	237
1984/85	114	33	147	95	242
St. John					
1978/79	131	41	172	105	277
1981/82	109	45	154	87	241
1984/85	90	47	137	95	232
Tekoa					
1978/79	101	41	142	89	231
1981/82	100	32	132	75	207
1984/85	95	24	119	65	184
Garfield					
1978/79	66	24	90	66	156
1981/82	64	32	96	53	149
1984/85	63	12	75	47	122
Palouse					
1978/79	121	31	152	89	241
1981/82	116	32	148	66	214
1984/85	107	40	147	66	213
LaCrosse					
1978/79	80	29	109	83	192
1981/82	91	32	123	66	189
1984/85	89	24	113	62	175
Oakesdale					
1978/79	76	24	100	87	187
1981/82	76	24	100	62	162
1984/85	58	31	89	39	128
Endicott					
1978/79	44	20	64	45	109
1981/82	39	10	49	30	79
1984/85	55	16	71	15	86

Information in Tables VII-3 and VII-4 show the projected enrollments by school to the year 1994/95 based on actual numbers of students in each of the grades 1-12 for the years 1978/79 - 1984/85 and trends of change projected into the future. From information in Table VII-3, it is possible to determine that in 1989/90 based on 5 year trends, the total enrollments in grades 7 and 8 are expected to increase from 244 to 287 or 17.6%, while enrollment in grades 9-12 are expected to remain the same. However, between 1989/90 and 1994/95 an increase in grades 9-12 is expected with it being accounted for in the Colton, Tekoa, Oakesdale, and Endicott districts; 9-12 enrollments in all other districts are expected to decline during this period.

From Table VII-4 when enrollments are based on seven year trends of change, it is possible to determine that in 1989/90, the total grade 7 and 8 enrollments are expected to increase from 244 to 256 or 4.9%, while enrollments in grades 9-12 are expected to increase by 2.4%. Between 1989/90 and 1994/95 a decrease of 3.9% is expected in grades 9-12 with increasing occurring in only Colton, LaCrosse, and Oakesdale.

Enrollments in grades 1-12 are expected to increase between 1984/85 and 1994/95 by 1% based on 7 year past trends and by 5.1% based on 5 year past trends. Slight increases are expected in grade 1-12 enrollments in all districts except Rosalia, St. John and Palouse, based on the 5 year history. Based on the 7 year history, slight increases are expected in all districts except Rosalia, St. John, Garfield and Palouse.

Total enrollments in grades 9-12 in 1984/85 were 578 students; this number is expected to increase to 592 in 1989/90 then decline to 569 in 1994/95 after staying steady in 1989/90 based on the 5 year history of enrollments. It is safe to predict that in 1994/95, 9-12 enrollments will be between 569 and 584 and that enrollments in grades 7-8 will be between 258 and 280. Grade 1-12 enrollments will be between 1,580 and 1,645 compared with the current enrollment in 1984/85 of 1,565.

The Office of State Superintendent of Public Instruction (SPI) develops enrollment projections for a six year period into the future based on a five year history of previous enrollments. One difference exists between projections made by study staff and projections made by SPI. Since enrollment in kindergarten is not mandatory, these enrollments were not used by study staff, while they are included by SPI.

TABLE VII-3

ENROLLMENT PROJECTIONS (BASED ON 5 YEAR HISTORY)

District	1-6	7-8	1-8	9-12	1-12
Colton					
1984/85	72	17	89	94	183
1989/90	78	27	105	104	209
1994/95	76	29	105	129	234
Rosalia					
1984/85	114	33	147	95	242
1989/90	109	46	155	95	250
1994/95	113	43	156	83	239
St. John					
1984/85	90	47	137	95	232
1989/90	98	37	135	83	218
1994/95	104	38	142	80	222
Tekoa					
1984/85	95	24	119	65	184
1989/90	97	33	130	48	178
1994/95	104	33	137	57	194
Garfield					
1984/85	63	12	75	47	122
1989/90	66	24	90	43	133
1994/95	69	24	93	41	134
Palouse					
1984/85	107	40	147	66	213
1989/90	98	35	133	74	207
1994/95	98	34	132	57	189
LaCrosse					
1984/85	89	24	113	62	175
1989/90	85	28	113	64	177
1994/95	88	29	117	60	177
Oakesdale					
1984/85	58	31	89	39	128
1989/90	73	19	92	36	128
1994/95	70	22	92	44	136
Endicott					
1984/85	55	16	71	15	86
1989/90	62	21	83	31	114
1994/95	59	28	87	33	120

TABLE VII-4

ENROLLMENT PROJECTIONS (BASED ON 7 YEAR HISTORY)

District	1-6	7-8	1-8	9-12	1-12
Colton					
1984/85	72	17	89	94	183
1989/90	71	25	96	117	213
1994/95	68	25	93	131	224
Rosalia					
1984/85	114	33	147	95	242
1989/90	107	40	147	89	236
1994/95	112	40	152	79	231
St. John					
1984/85	90	47	137	95	232
1989/90	95	30	125	78	203
1994/95	99	34	133	65	198
Tekoa					
1984/85	95	24	119	65	184
1989/90	97	35	132	59	191
1994/95	103	33	136	59	195
Garfield					
1984/85	63	12	75	47	122
1989/90	58	27	85	32	117
1994/95	61	20	81	29	110
Palouse					
1984/85	107	40	147	66	213
1989/90	95	34	129	76	205
1994/95	96	32	128	55	183
LaCrosse					
1984/85	89	24	113	62	175
1989/90	91	34	125	71	196
1994/95	94	33	127	73	200
Oakesdale					
1984/85	58	31	89	39	128
1989/90	70	15	85	39	124
1994/95	67	23	90	50	140
Endicott					
1984/85	55	16	71	15	86
1989/90	56	16	72	31	103
1994/95	55	18	73	28	100

Shown below is a comparison of study staff and SPI projections for the year 1989-90 based on the assumption that movement from one grade to the next in the future will equal the average rate of movement found over the past five years.

	1-6		7-8		1-8		9-12		1-12	
	WSU	SPI	WSU	SPI	WSU	SPI	WSU	SPI	WSU	SPI
Colton	78	111	27	27	105	138	104	42	209	180
Rosalia	109	79	46	45	155	124	95	100	250	224
St. John	98	59	37	32	135	91	83	77	218	168
Tekoa	97	66	33	31	130	97	48	48	178	145
Garfield	66	48	24	29	90	77	43	34	133	111
Palouse	98	77	35	37	133	114	74	76	207	190
LaCrosse	91	106	34	35	125	141	71	67	196	208
Oakesdale	73	134	19	13	92	167	36	37	128	204
Endicott	62	110	21	18	83	128	31	32	114	160
TOTALS	772	810	276	267	1048	1077	585	513	1,633	1,590

The SPI projections for grades 1-6 in all schools was about 5% higher than the WSU projections but the projections for grades 7-8 and 1-8 differed by only 3%. The total WSU projection for grades 9-12 were 14% higher than the SPI projection. The total WSU projection for grades 1-12 was 3% higher than the SPI projection, or a total difference of 43 pupils. Observation reveals some marked differences between the two projections among the schools. For example, the WSU staff does not believe the grade 1-6 enrollment which was 55 in 1984/85 will jump to 110 by 1989/90 nor that the Oakesdale 1-6 enrollment of 58 in 1984/85 will increase to 134 in 1989/90. In view of study area population projections and trends, the WSU staff believes their projections of head count enrollments are very close approximations to what the enrollments will be actually.

PART III - Transportation

Time-Distance Factors

One of the important factors when consideration is given to feasibility of cooperative efforts is the driving time and distance between school locations. Members of the Citizens Advisory Committee were asked to indicate the distance and driving time to other school locations in the county. These are presented in Table VII-5. Reading across opposite town names on the side and down under the names at the top will give the driving distance and time to each of the other locations. For example, one can see that the distance from Colton to Colfax is 27 miles requiring 40 minutes of driving time. Opposite Colfax are the distances and driving times to all other towns. Other information is to be read in the same way. If one were to establish a policy about the maximum amount of time students should be on a bus one way, such 30, 45, or 60 minutes, information in this chart would reveal the towns among which it would be feasible to move children for instructional purposes.

Bus Ownership and Maintenance

Buses in all districts are owned rather than leased or contracted. Districts were asked to indicate whether bus maintenance was contracted or provided by district employed personnel in a district owned or leased garage. Districts reported to own a garage were: LaCrosse, Garfield, St. John, Palouse, Endicott, Rosalia and Oakesdale. Maintenance in Tekoa is contracted for with the Oakesdale district and Oakesdale district employees provide maintenance. District employees also provide maintenance in St. John, Palouse, Garfield, Rosalia, and Colton. In Endicott minor repairs are done by district personnel, but major repairs are contracted for with other garages. Likewise, in LaCrosse and Garfield preventive maintenance such as general lubrication and oil changes are done by district personnel, but all other maintenance is contracted and done at a private garage.

Transportation Costs

Districts were asked to provide information for each of three years on the annual number of bus miles driven in-district to transport pupils from home to school, the total number of pupils bused, the number of days pupils were bused, the round trip miles per day, and the total in-district transportation cost. These data are shown in Table VII-6 for districts able to supply the information. In instances where data were not available, this is indicated by NA. Column A presents the total number of miles driven during the year for transporting children between home and school. The total number of children bused during the 180 days of the school year are shown in Column B. The cost of transporting the total number of pupils over the total number of miles is shown in Column D. Shown in Column E are the number of daily miles driven by the buses roundtrip.

TABLE VII-5

DRIVING DISTANCE AND TIME

Town	Colton		Endicott		Garfield		LaCrosse		Oakesdale		Palouse		Pullman		Rosalia		St. John		Tekoa	
	Dist.	Time	Dist.	Time	Dist.	Time	Dist.	Time	Dist.	Time	Dist.	Time	Dist.	Time	Dist.	Time	Dist.	Time	Dist.	Time
Colfax	27	40	20	30	20	35	30	45	21	30	18	35	17	36	30	47	25	40	33	54
Colton	-	-	45	70	41	50	58	90	49	75	31	42	14	30	64	100	54	75	62	80
Endicott			-	-	35	60	18	27	45	68	34	51	36	54	40	60	15	23	56	84
Garfield					-	-	49	65	13	25	10	20	26	35	21	45	32	45	23	45
LaCrosse							-	-	51	75	47	75	45	75	60	90	32	45	63	90
Oakesdale									-	-	23	40	40	67	10	15	28	45	13	23
Palouse											-	-	16	35	33	50	38	50	34	50
Pullman													-	-	50	80	40	60	44	73
Rosalia															-	-	20	35	22	35
St. John																	-	-	40	60

TABLE VII-6

NUMBER OF MILES, PUPILS, COSTS, AND DAYS FOR IN-DISTRICT TRANSPORTATION

District By Year	A Miles Driven/Year	B No. Pupils Bused/Year	C No. Days Pupils Bused	D Transportation Cost	E R/T Miles Per Day
Colton					
1981-82	54,143	39,192	180	$74,651	300.79
1982-83	58,981	43,028	180	57,825	327.67
1983-84	60,299	39,619	180	78,401	334.99
Endicott					
1981-82	NA[a]	11,880	180	NA	250.00
1982-83	58,944	8,460	180	37,735	240.00
1983-84	51,360	9,540	180	43,322	234.00
Garfield					
1981-82	17,889	7,560	180	20,785	99.38
1982-83	17,539	7,920	180	19,298	97.44
1983-84	18,173	8,820	180	22,029	100.96
LaCrosse					
1981-82	75,270	14,580	180	69,375	418.00
1982-83	75,853	13,500	180	69,300	370.00
1983-84	72,312	12,060	180	67,946	360.00
Oakesdale					
1981-82	35,322	21,780	180	64,683	196.23
1982-83	31,512	13,680	180	53,652	175.07
1983-84	34,634	15,480	180	63,564	192.41
Palouse					
1981-82	NA	NA	180	NA	NA
1982-83	NA	NA	180	NA	NA
1983-84	23,400	16,380	180	40,782	130.00
Rosalia					
1981-82	28,938	26,245	181	NA	160.00
1982-83	30,212	26,640	180	75,078	166.00
1983-84	37,382	24,300	180	81,923	208.00
St. John					
1981-82	103,301	30,060	180	98,280	395.00
1982-83	92,833	29,880	180	80,304	395.00
1983-84	84,833	29,520	180	80,472	397.00
Tekoa					
1981-82	NA	NA	180	NA	NA
1982-83	NA	NA	180	NA	NA
1983-84	35,014	7,920	180	63,564	139.00

[a]NA = No Reference

TABLE VII-7

UNIT COSTS OF TRANSPORTATION

Year	Cost/Miles	Cost/Pupil	Miles/Pupil
Colton			
1981-82	$1.38	$1.90	1.38
1982-83	.98	1.34	1.37
1983-84	1.30	1.98	1.52
TOTAL	1.22	1.73	1.42
Endicott			
1981-82	NA	NA	NA
1982-83	.64	4.46	6.96
1983-84	.84	4.54	5.38
TOTAL	.73	4.50	6.12
Garfield			
1981-82	1.16	2.75	2.36
1982-83	1.10	2.43	2.21
1983-84	1.21	2.50	2.06
TOTAL	1.16	2.56	2.21
LaCrosse			
1981-82	.92	4.76	5.16
1982-83	.91	5.13	5.62
1983-84	.94	5.63	6.00
TOTAL	.92	5.15	5.57
Oakesdale			
1981-82	1.83	2.97	1.62
1982-83	1.70	3.92	2.30
1983-84	1.83	4.11	2.24
TOTAL	1.79	3.57	1.99
Palouse			
1981-82	NA	NA	NA
1982-83	NA	NA	NA
1983-84	1.74	2.49	1.43
Rosalia			
1981-82	NA	NA	1.10
1982-83	2.48	2.82	1.13
1983-84	2.19	3.37	1.54
TOTAL	2.32	3.08	1.32
St. John			
1981-82	.95	3.27	3.44
1982-83	.86	2.68	3.11
1983-84	.95	2.73	2.87
TOTAL	.92	2.90	3.14
Tekoa			
1981-82	NA	NA	NA
1982-83	NA	NA	NA
1983-84	2.54	8.02	3.16

Transportation costs vary according to several factors, but one of them is the sparcity or density of population and distance. These factors actually determine how many persons (pupils) there are on a bus over miles of distance. Several measures have been used to arrive at unit costs of transportation as shown in Table VII-7. One is a per mile cost in which the total dollar cost is divided by the total number of miles driven. This unit does not take into account the number of children on the bus when it goes down the road. As one can see, the per mile cost ranged from $0.73 to $2.54 among the districts. Another unit cost is a per pupil cost of transportation and this is computed by dividing the total cost by the total number of pupils transported. This unit does not take into account the number of miles driven when the buses go down the road. As one can see, the per pupil cost ranged from $1.73 to $8.02 and the high and low districts were different than the high and low districts on per mile costs.

In general, the more pupils there are on a bus when it moves down the road, the lower is the pupil/mile unit and usually the per pupil mile cost. Age and condition of buses, size of district and road conditions are factors in variable costs. Among these school districts, since all provide for their own maintenance and own their own buses, differences due to owned, contracted, and leased arrangements are not a factor.

This part of the study sought to provide a basis for determining the cost of moving children by bus from one location to another. The costs indexes vary enough that it would seem to depend on which district moved children to another district.

To assist in visualizing relationships, data for 1983-84 have been graphically represented in figures 1-3 developed by Mr. Doug Wilcox. Figure 1 contains the relationships between miles per year and dollar cost per year. In Figure 2 is shown the relationship of number of pupils transported and dollar cost per year. Shown in Figure 3 is the relationship between miles per year driven and the number of pupils transported per year.

Geographic and Population Centers

Whitman County is divided into eight Census County Divisions for which 1980 population data are available. Population enumerations are not available on a township basis, so the matter of computing the population center is one of best approximations. For the County, the population center lies approximately 3 miles south of Colfax near where County Road 477 intersects Highway 195. Population center of the area north of an east-west line across the county north of LaCrosse and Albion would be north and west of Garfield and southeast of St. John about one-half way. This area would include Lamont, St. John, Endicott, Colfax, Palouse, Steptoe, Garfield, Farmington, Oakesdale, Tekoa, Rosalia, and Malden (or approximately the northern three-fourths of the county). The population center would be in the vicinity of Highway #195 and Steptoe.

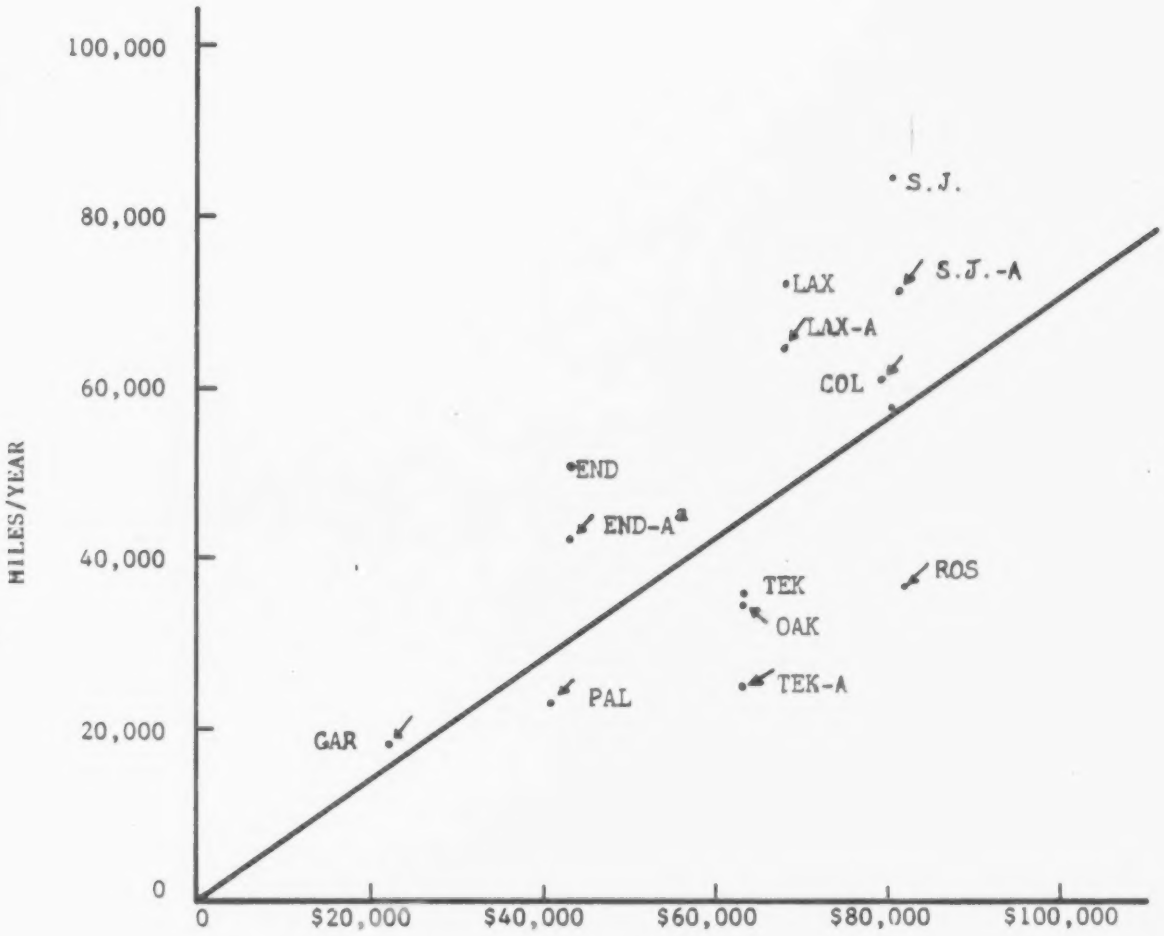

FIGURE 1. 1983-84 Bus Transportation Miles Versus Dollars (Average = $1.39)

[a]Points designated A represent a mathematical adjustment in creating the regression line.

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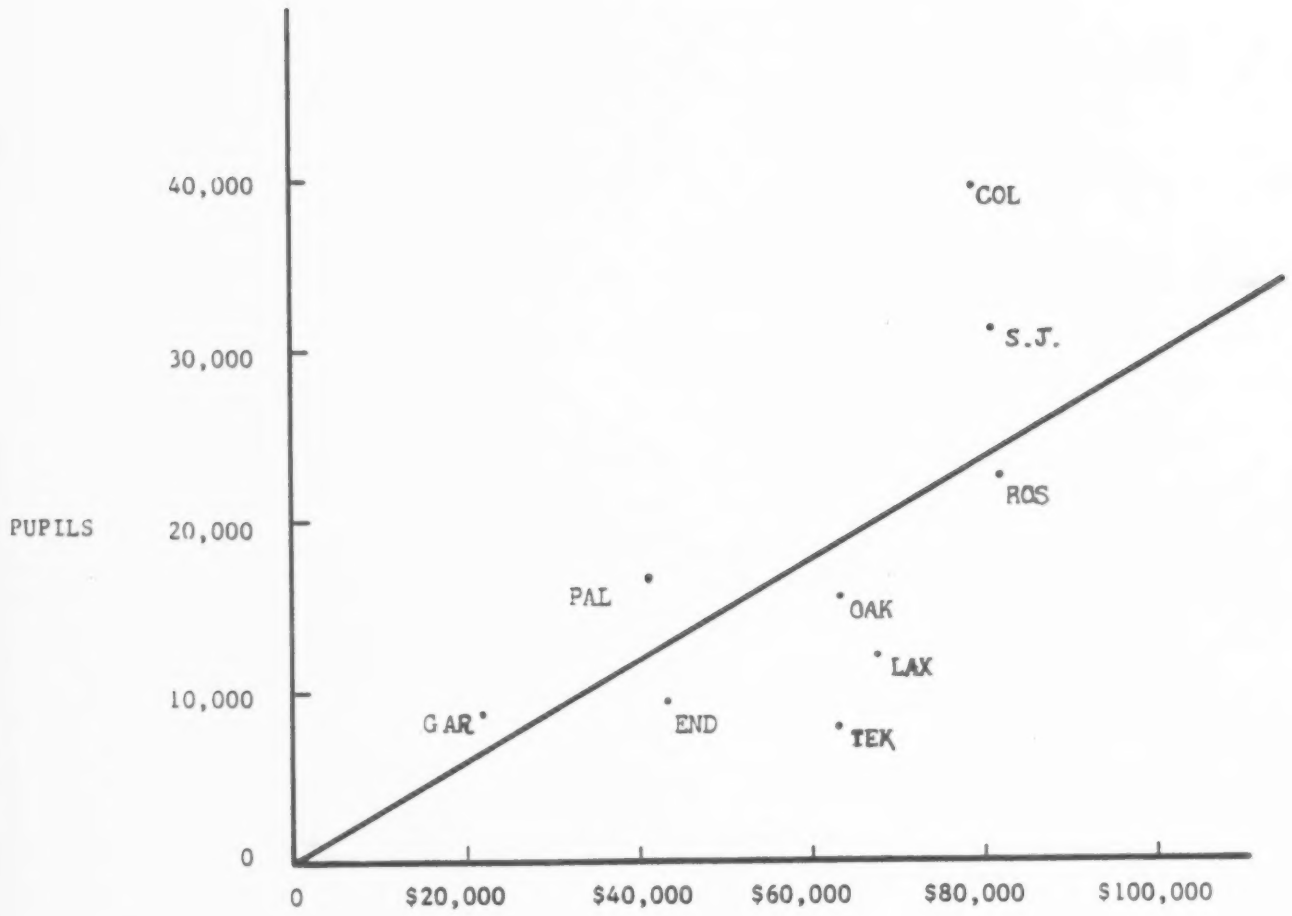

FIGURE 2. 1983-84 Number of Pupils Transported By Bus Versus Dollar Annual Cost (Average = $3.33 per pupil).

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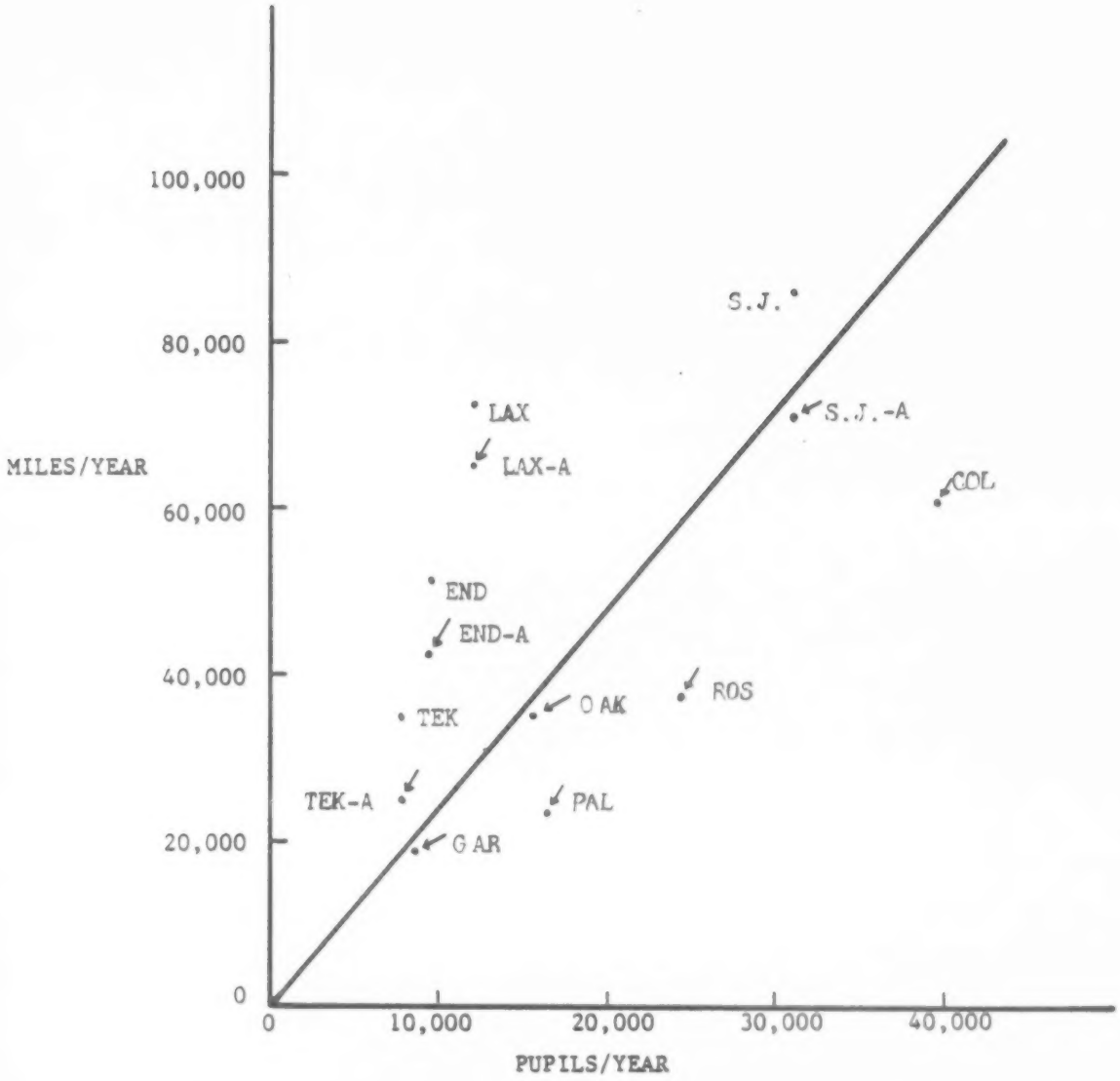

FIGURE 3. 1983-84 Bus Transportation Miles Versus Numbers of Pupils Transported (Average = 2.40 Miles Per Pupil).

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The geographical center of Whitman County is in the vicinity of Diamond and Thera north and west of Colfax. However, the geographical center of the county east of a north-south perpendicular line through St. John and north of an east-west horizontal line four miles south of Pullman would be in the vicinity of where the Inland Empire Road and County Road 277 intersect one mile in the direction of Oakesdale, 5 miles west of Elberton, and about 1-1/2 miles southeast of Steptoe. If an east-west horizontal line was constructed across the county to coincide with the southern most boundaries of Palouse and Endicott school districts, the geographical center of the territory lying north of such a line in Whitman County would be between St. John and Steptoe.

Movement of Personnel

Members of the citizens sub-committee on Finance and Administrative Services from each district were asked to indicate to which other neighboring districts they believed it would be feasible to transport pupils or teachers for instructional purposes. Shown in Table VII-8 are the results of their responses.

TABLE VII-8

FEASIBLE MOVEMENT OF PUPILS OR TEACHERS

	Colton	Endicott	Garfield	LaCrosse	Oakesdale	Palouse	Rosalia	St. John	Tekoa
Pupil Movement									
Colton									
Endicott								X	
Garfield					X	X	X		
LaCrosse		X						X	
Oakesdale			X				X		X
Palouse			X		X				
Pullman	X		X			X			
Rosalia			X		X			X	X
St. John		X					X		
Tekoa			X		X		X		
Colfax		X	X		X	X	X	X	
Teacher Movement									
Colton									
Endicott				X				X	
Garfield					X	X	X		X
LaCrosse		X						X	
Oakesdale			X				X		X
Palouse			X		X				X
Pullman	X		X			X			
Rosalia			X		X			X	X
St. John		X		X			X		
Tekoa			X		X		X		
Colfax		X	X		X	X		X	X

PART IV - Interdistrict Cooperation

Legal Provisions for Interdistrict Cooperation

In Washington, any school district may cooperate with one or more school districts in the joint maintenance and operation of educational programs or services either as a part of the operation of a joint facility or otherwise, either on a full or part-time attendance basis, and either on a regular 180 day school year or extended school year. Such cooperation can occur provided that any such joint program or service must be operated pursuant to a written agreement approved by the Superintendent of Public Instruction and to rules and regulations promulgated therefore. In establishing said rules and regulations the state superintendent shall consider, among other factors as deemed appropriate, the economic feasibility of said programs and services.

The state superintendent is required to establish rules and regulations for the apportionment of attendance credits for such students as are enrolled in a jointly operated facility or program, including apportionment for approved part-time and extended school year attendance (RCW 28A.58.075).

The State Superintendent of Public Instruction is directed and authorized by statute to develop and adopt rules and regulations to implement such voluntary, tuition-free attendance programs among school districts that he/she deems necessary for several purposes. These purposes are to provide educational opportunities, including vocational skills programs, not otherwise provided to avoid unnecessary duplication of specialized or unusually expensive educational programs and facilities, or to improve racial balance within and among school districts.

No voluntary, tuition-free attendance program among school districts developed by the Superintendent of Public Instruction shall be instituted without approval of the boards of directors of the districts (RCW 28A.58.245).

The district proposing to operate a tuition-free interdistrict operation program is to be the applicant or serving district. A written application must be submitted by the serving district to the division of financial services of the Office of Superintendent of Public Instruction for the operation of an interdistrict cooperation program. The proposed written agreement(s) to be entered into by each participating school district must accompany the application.

An interdistrict cooperation contract shall include and set forth at least a description of the services and program, the number of students to be served from each district, and the estimated amount of any operating costs of the program that are not funded from state or federal sources and the method of sharing such unfunded costs.

Interdistrict cooperation programs eligible for consideration and approval by the superintendent of public instruction must be voluntary, tuition free. and necessary for the purposes of providing educational programs not otherwise available and/or avoiding unnecessary duplications of specialized or unusually expensive programs and facilities and/or improving racial balance. An interdistrict cooperation contract must be approved in advance by the board of directors for each participating district (WAC 392-135-020). Each

cooperating school district is directed to provide on request by the superintendent of public instruction such data as the superintendent deems appropriate to identify the resident school district of all nonresident students enrolled in a school district cooperative program who are attending classes in a school district other than the one in which the student is a resident, except all high school students from non-high school districts. Each serving district is required to submit necessary report forms provided by the Superintendent of Public Instruction (WAC 392-135-021).

If a cooperative agreement involves the transfer of students, the agreement must be approved by the Office of School Fiscal Services of the State Superintendent of Public Instruction (SPI). SPI has published a bulletin which outlines a brief agreement format. According to SPI personnel, the steps for developing a cooperative agreement are as follows:

1. School districts involved develop an agreement on the types of services, financial agreements, host or contracting district, and other specifications as outlined in the SPI bulletin.

2. Agreement is then submitted to the respective school boards for their approval.

3. Agreement and proof of approval by school boards is sent to SPI (board minutes reflecting board decision is sufficient proof of approval).

4. SPI reviews the proposed agreement to assure that essential elements are provided in the agreement and approves.

5. SPI forwards approved agreement to school districts along with reporting forms to be submitted to SPI reflecting payment, enrollment, etc. for SPI records and funding allocations.

Alternatives Available to Districts

Several alternative methods of interdistrict cooperation are available to school districts in Washington. Each has its potential advantages and disadvantages. The existing environment for which a plan is considered will produce various advantages and disadvantages each of which will have different value weightings. For example, one type of advantage may be considered locally to outweigh six disadvantages and vice versa. Alternatives are presented below.

Alternative 1: One Facility to Serve Multiple Districts. By agreement, multiple adjoining districts would contract under interdistrict cooperation requisites to construct and operate a skills center.

Advantages

A. Collectively, districts can improve their potential to deliver goods and programs over what they can do individually.

B. One facility could function as a single source from which local business and industry can potentially obtain future employees.

C. A single facility, operated over a period of time has a better probability of getting and retaining a well-trained faculty.

Disadvantages

A. Being dependent on passage of maintenance and operation levels of each district; continuity of program could be unstable if varying numbers of districts fail to vote funds over the years.

B. Responsibility could be divided between multiple school administrations and multiple boards, unless specifically determined in the original contract between districts.

Alternative 2: Districts Cooperate in Lease of Space. This alternative is similar to Alternative 1 except that space is leased rather than constructing a new facility. One facility would serve multiple districts.

Advantages

A. Construction costs would be saved; remodeling might be considerably less in the appropriate facility.

B. Use of existing space has a broad public appeal.

C. Greater space may be available than if a separate structure had to be built.

D. Some available space may be closer to the industrial community than a structure located elsewhere and for other reasons.

E. More funds may be released for improved equipment.

Disadvantages

A. Such a structure may be far from the geographic center of the student population to be served, creating increased logistical problems.

B. The term of the lease may be unsatisfactory for long-term operation.

C. Heating and sanitary facilities may present problems.

D. Building codes and other regulations may prohibit use of such a building.

E. Access may be a problem, especially if the structure is located in a warehouse area of a city.

Alternative 3: Mobile Units. Multiple districts would, by agreement, acquire mobile units and equip them as instructional units. These units would be transported from one district to another according to an agreed upon schedule, based on student need in each district.

Advantages

A. Some daily transportation problems of districts could be relieved.

B. District would be relieved from assuming large construction costs.

C. Opportunities for some students would be increased by bringing the classroom to them.

D. Greater visibility of facility and effects on students may lead to increased faculty support of the skills center program.

E. Increased visibility of the facility to public viewing may lead to increased public support for skills center programs.

Disadvantages

A. Large trailer type mobile units require additional equipment, such as tractors, for movement.

B. Self-powered units would be limited in space available for instructional equipment.

C. Heavy equipment, such as some lathes and saws, could not be accommodated without additional means of anchoring.

D. Sensitive equipment could be permanently damaged by moving.

E. Facilities would not be continuously available to all students, only when in a particular district or within easy access of a district.

F. Student use would be limited by size of vehicle.

G. Amount and type of equipment may not meet standards as recommended in the WAC.

H. If instructors followed the vehicle or unit, identification of the instructor with a particular staff might present problems for that instructor in seeming to show preferences.

Alternative 4: Contract with Community College or Vocational/Technical School. Multiple or individual districts would contract with community colleges or vocational-technical schools a given number of hours instruction time for a specified number of students.

Advantages

A. Increased utilization of public provided space would be made.

B. Potential for increasing and strengthening ties between common schools and community colleges is possible.

C. Community colleges would have an automatic self-perpetuating public relations program for prospective students.

D. Equipment of caliber required is available at community college shops.

E. Greater source of instructor talent is available. College and common school could both serve as recruiting agencies.

F. Building and equipment is available to common school at lower costs.

Disadvantages

A. Transportation of students over large distances would be required due to geographic location of Spokane community colleges.

B. Common school usage of facilities would be limited to time when regular college classes are not in session.

C. Scheduling of classes may create problems in scheduling at the local school.

D. Yearly changes in college enrollment may lead to an unstable situation for the common schools.

Alternative 5: Cooperative Use of District Facilities. Multiple districts would either arrange schedules to free shops and rooms to be used for skills center purposes, or would make arrangements when such classes could be held.

Advantages

A. Cost of construction would be less.

B. Future decline in enrollment would not result in unused facilities.

C. If classes were held late afternoons and evenings, better use of buildings would be accomplished.

Disadvantages

A. Inconvenience to regular classes may result.

B. Time at which classes may be held could be seriously limited.

C. Transportation during late afternoon and during the day could strain local transportation capabilities.

Alternative 6: Twelve Month Use of Facilities. Multiple districts could cooperate in making local facilities available during evening hours nine months of the year when regular school is in session, and concentrate on skills center classes during the summer months when facilities are normally not used.

Advantages

A. Increased utilization of existing facilities would be desirable.

B. Improved equipment would be available for regular shop classes during the school term for those students not involved in skills center training.

C. Skills center instruction would be available to increased numbers of students.

D. Transportation problems would be alleviated since there is normally less demand on district busses during the summer months.

E. Interdistrict cooperation could be improved since advisory committees would be distributed from among the contributing districts. Relative strengths of each district would be evident.

Disadvantages

A. Total program would not be visible to all students, thus limiting their knowledge and possible choice of an occupational interest.

B. All districts may not have available facilities.

C. Problems could arise regarding cooperative purchasing of equipment when that equipment would be located outside district boundaries.

D. Remodeling of facilities could present problems, especially among some individuals who would object to expenditures to be used by other students than those residing in the local district. This attitude may not be overcome by the fact that neighboring facilities are available on a cooperative basis.

E. Remodeling of facilities may present problems to a poor district, just as constructing a new facility could be.

F. In farm rural areas labor contribution of high school youth are needed for crop harvesting and seeding preparations for the next season during summer months.

Alternative 7: Industry Cooperative. Programs would be conducted after business hours in local business and industry establishments. Multiple cooperating school districts would lease facilities and provide necessary personnel, according to a contract agreed upon between all parties concerned.

Advantages

A. Requisite that equipment be similar to that used in the particular industry of business would be met.

B. Training would occur in an industrial setting.

C. Involvement of the community would be enhanced.

Disadvantages

A. Classes would have to held at inconvenient times.

B. Variety of local industry could be a limiting factor, especially in rural farm areas.

C. Availability could be a problem, especially if the particular business or industry operates on a twenty-four hour basis.

D. In the event of accidents, the possibility of liability claims may be too great.

Legal constraints on construction and operation of skills centers at the common school level are not prohibitive. They do impose controls, but generally such controls, interpreted legally, are essential to adequate operation. Financial limitations are related to general economic conditions affecting sources of school revenues nationally. If means of financial support for skills centers can be made available, the legal technicalities should not be a major barrier to innovative development of these programs.

Potential Problems

Discussions with some persons involved with existing interdistrict cooperative arrangements reveal that several potential problems exist. They are:

1. Support for the Administrative Unit — funding for the administrative unit has to be supported by the host or servicing district or be shared by all participating school districts. Since the state at the present time does not provide the funding, there may be difficulty in developing an equitable way to divide the necessary financial support. Participation may not be equal or at least constant in successive years. Some cooperative arrangements are subject to renewal each year to take variance in participation into account. (In a few instances agreements among separate school districts have been cancelled when suspicions and accusations have arisen among participating districts that the host district was getting the most benefit. Cooperative agreements developed through ESD offices seem to preclude such problems.)

2. Transportation Costs — the cost of transportation can be the burden of (1) the local participating schools, (2) the students, (3) an interdistrict cooperative, and/or (4) the State. Under the present situation, the State does not provide funding, consequently, local schools have less incentive to participate in shared programs or skill center operation. This is because local districts are reimbursed on average daily attendance (ADA). If students stay at their home school, the district gets greater amounts of monies at a time when funds are limited. Other reasons are because local schools have to pay the additional cost of transportation, and students may lose time for transportation to another building elsewhere, and consequently, might receive less credit per year.

Multi-School District Cooperation in Washington

Types of Cooperative Agreements

Interdistrict cooperation for improved educational service in Washington have taken several forms and have been instituted for various purposes. Purposes range from the provision of a single program or service to the provision of multiple more comprehensive programs and/or services.

In the 1983-84 school year there were 65 cooperative agreements involving from 2 to 19 schools for the provisions of special education programs. The

largest of these was in the Tacoma area with the Tacoma School District acting as the serving district for the following school districts:

Auburn	Franklin-Pierce	Steilacoom
Bethel	North Mason	Sumner
Clover Park	Orting	University Place
Enumclaw	Peninsula	Vashon Island
Federal Way	Puyallup	White River
Fife	South Kitsap	Yelm

Several interdistrict cooperative agreements for special education existed between two schools such as those between Camas and Washougal, Cheney and Medical Lake, Clarkston and Pomeroy, Newport and Cusick, Omak and Okanogan, Sumner and Orting, Ridgefield and Woodland, and Wilbur and Keller. Cooperative agreement for special education purposes involved 354 school districts, including non-high school districts. In Whitman County, Pullman has been the serving district for Rosalia, Steptoe, LaCrosse, Colton, Colfax, Endicott, Garfield, Palouse, and St. John.

There were 29 interdistrict cooperative agreements for vocational education purposes. These agreements involved from 2 to 19 school districts and included 7 skill centers located at Bremerton, Evergreen, Highline, Kennewick, Mukilteo, Spokane and Yakima serving 157 districts. The closest one to Whitman County is the Spokane Skill Center serving the districts of Central Valley, Cheney, Deer Park, East Valley, Mead, Medical Lake, and West Valley.

One interdistrict cooperative exists to provide alternative education programs. West Valley district serves both East Valley and Central Valley for this purpose.

Three interdistrict cooperative agreements existed to provide enhanced offerings in academic education as well as some vocational classes. Under this agreement junior and senior high school students are permitted to take any class offered in any one of the Raymond, South Bend, or Willapa Valley districts. A tri-district mini-bus or stationwagon transports students from one school to the other. During the 1985 spring term students are participating in 21 different classes offered by one of the districts other than the home school district. Such courses are German, French, Spanish, Botany, Zoology, Chemistry, Physics, Human Biology, Ecology Survival, Art, Diversified Occupations, Mathematical Analysis, Driver Education, Advanced Metals, Small Engine Repair, Vocational Cooking, Power Mechanics, Word Processing, Personal and Family Relations, and Stage Band. Distances among the three schools are 5, 7, and 10 miles. This interdistrict cooperative arrangement has provided highly desirable flexibility in student class scheduling. Suppose all three schools offered a class in algebra, but, in one school, German was offered the same hour and a student in that school wanted both classes. The student could go to another school for algebra and therefore could enroll in both German and algebra. Before, noon hour, and after school hours are used as much as possible for getting students from one school to the other. Students are not permitted to use personal cars or other forms of personal transportation to get from one school to the other because of liability factors. A policy decision was made that if moving from one school to another needed to use a few minutes of class period time, this time would come off the end of a period instead of the beginning, so

students are always on time when classes begin. The numbers of students in the Raymond Junior-Senior High School is 345; the South Bend Junior-Senior High School has 265; and the Willapa Valley High School has 160 students.

Under this arrangement, students not only have access to classes which their school doesn't offer but to classes for which schedule conflicts exist. The number and variety of courses available are enhanced. Use of block scheduling arrangements where a class meets fewer times a week for two or more instead of one hour may have possibilities where distances from one school to the other are greater than can be driven in 10-15 minutes. Under the tri-district interdistrict cooperative arrangement, the class in small engine repair meets for a two hour block of time. Procedures for coping with student absences have been developed to accommodate the inability of a student to attend an activity such as assembly in his home school while taking a class in one of the other schools.

Types of Whitman County Cooperatives and Cooperative Effects

Cooperatives which exist under the Educational Service District (ESD) #101 are classified as Core Services, Categorical Services, and Cooperative Services. All nine districts participate in the Core Services of (1) fiscal and State Reports, (2) School District Organization, and (3) Private School Assistance and in the categorical Service of pupil transportation. School District participation in other cooperative services made available through ESD #101 are shown in Table VII-9. Other cooperative services available in which none of the 9 districts participate are: Business, occupational/physical therapy, psychological, vision/social work, and speech and hearing. None of the districts participate in the youth employment training program or the vocational guidance cooperative available through the ESD.

TABLE VII-9

DISTRICT PARTICIPATION IN ESD COOPERATIVE SERVICES

Cooperative Services	Colton	Endicott	Garfield	LaCrosse	Oakesdale	Palouse	Rosalia	St. John	Tekoa
Assessment	X	X	X	X	-	-	-	X	X
AV Materials	-	X	X	X	X	X	X	X	X
Chapter I	X	X	X	X	X	X	X	X	-
Date Proces.	X	X	X	X	X	X	X	X	X
Employ. Ben.	-	X	X	X	X	X	X	X	X
Gifted	X	X	X	X	X	-	X	X	-
Micro Comp. Repair	-	-	-	-	X	-	-	-	-
Purchasing	X	X	X	X	X	X	X	X	X
Spec. Educ.	X	X	X	-	-	X	X	X	X
Staff Dev.	X	X	X	X	X	X	X	X	X
Student Lrng. Objectives	X	X	X	-	X	X	X	X	X
Traf. Safety Education	-	X	-	-	X	-	-	X	-
Typewriter Repair	-	X	X	-	X	X	X	X	-
Unemployumt.	X	X	X	X	X	X	X	X	X
Vocat. Dir.	-	-	-	-	-	-	X	-	-
Workers Comp.	X	X	-	X	X	X	X	X	X

Various inter-district cooperation activities have existed among the nine school districts without a formal interdistrict cooperative agreement. They are:

Vocational Agriculture & Wood Shop - Tekoa/Oakesdale; Garfield/Palouse
School Bus Maintenance - Tekoa/Oakesdale
Shared Language Arts/For. Language Teacher - Tekoa/Oakesdale
Athletic Program - Tekoa/Oakesdale; Garfield/Palouse; St. John/Endicott; LaCrosse/Washtucna
Shared Music Teacher - Tekoa/Worley, Idaho
Shared Superintendent - Garfield/Palouse
Advanced Math Students - Colton with Pullman
Transportation of handicapped students to Pullman - LaCrosse/Colfax; Garfield/Rosalia
Inservice Workshops - Garfield/Palouse; Oakesdale/Rosalia; Oakesdale/Tekoa
Some high school/junior high school band activity (pep band, parades) - Garfield/Palouse
Library Service - Palouse/Garfield

Summary

Information presented in this chapter on several factors related to cooperation among schools on a multi-district basis are summarized below.

1. Except for Garfield and Tekoa where weekly room period utilization of classrooms housing grades 7-12 approached desired maximum levels of about 80%, all other schools were found to have classroom space which could be scheduled more times a week if more students were available.

2. In all school districts more pupils could be accommodated within the classrooms and laboratories as student station use rates throughout the week, even when spaces were being used, were relatively low.

3. Classroom weekly utilization rates for grades 1-6 were high as typically expected when self contained classrooms exist. In Rosalia, Tekoa, and Endicott the elementary classrooms could not accommodate many more students as student station weekly rates, especially when rooms were in use, was relatively high and approximating maximum capacity. All other districts could accommodate more elementary grade pupils without difficulty.

4. Between the school years 1984/85 and 1994/95 enrollments throughout all districts in the study area are expected to increase by 1% based on 7 year past trends and by 5.1% based on 5 year past trends. Slight increases are expected in grade 1-12 enrollments in all districts except Rosalia, St. John, Palouse and possibly Garfield.

5. It is most likely, barring no unforeseen windfall (industry moving into the area) or catastrophe (war, economic depression, or Spokane area industrial closings) that in 1994/95, 9-12 enrollments in all nine districts together will be between 569 and 584 and that enrollments in grades 7-8 will be between 258 and 280. Total grade 1-12 enrollments will be between 1,580 and 1,645 compared to the 1984/85 enrollment of 1,565.

6. Buses used in all districts are district owned and 7 districts owned a garage. One district contracted with another for bus maintenance.

7. Bus transportation costs per mile ranged from $0.73 to $8.02. Miles driven per pupil ranged from 1.32 to 6.12.

8. Legal provisions for interdistrict cooperative agreements have been authorized by the Washington State Legislature, and the rules and regulations for making such agreements have been developed by the Office of State Superintendent of Public Instruction. Alternatives available to School districts have been identified.

9. In 1983-84, there were 65 cooperative agreements involving from 2 to 19 schools each for the provision of special education programs, 29 interdistrict cooperative agreements for vocational education including 7 skill centers, 3 interdistrict cooperative agreements for enhanced offering in academic as well as vocational classes, and one interdistrict cooperative agreement to provide alternative education programs.

10. In Whitman County there have been 18 instances of interdistrict cooperation without a formal cooperative agreement and participation of study area schools in 16 different cooperative services provided by the Educational Services District #101.

CHAPTER VIII

SUMMARY AND CLUES TO THE NEED FOR IMPROVEMENT

In the first part of this chapter appears a summary of information generated by the study. In the second part clues to the need for improvement of educational programs and services are identified.

Summary

Background and Characteristics

1. Geographic parts of the study area share a common economic, sociological, and educational heritage. Settlements occurred throughout the area during the era of the 1870s and the 1880s, and towns which came into existence prospered in accordance with the prevailing farming economy and developing transportation networks reaching population peaks during the 1910s, and 1920s. Developing modes of transportation, communication, and energy sources during the last 50 years have led to population declines. In 1980, population of the 9-district study area was approximately 11,325, and in all of Whitman County population was 40,103.

2. All communities in the study area have historically provided resources for the education of their children, some even before a town was incorporated. As population has developed and modern modes of technology have impacted the ease of transportation for product marketing and the acquisition of essential goods and services, boundaries of communities have expanded and become a part of a larger community for educational and economic purposes. Some small school districts have become parts of other districts for the benefit and welfare of their youth as the numbers of children dropped below the number necessary for good quality educational programs to exist.

3. While total population in Whitman County and the absolute number of school age population is expected to increase to the year 2000, the proportion of population in rural areas, incorporated and unincorporated, is expected to decline. The school age population in the nine district area is expected to remain fairly stable, although individual districts may be affected by different local factors.

4. Most residents of the study area are native to Whitman County, caucasian, and relatively stable in residence. Most (91%) work in the county. There is a relatively low rate of divorce, persons on public assistance, and unemployed. Household income levels in the study area are higher than for the county and approximate national levels.

5. Educational levels of the population are relatively high, and the economic condition of both the county and study area is one of progressive growth. A large proportion of the working population (approximately 75% of the males and 40% of the females) is engaged in agriculture and service industries. The latter is consistent with state and national trends.

6. The area has provided for its basic social services including educational, recreational and cultural needs. The school provides a focus for community life in each of the participating school districts even though residents increasingly depend upon larger cities and populated areas outside the study area within easy transportation access for various goods, services, and product marketing.

7. Assessed valuation in the study area for bonding purposes was $396,338,125 in 1983 for 1984 taxes, or 47% of the valuation in Whitman County. For regular and special levies, the valuation in the study area was $394,624,785, or 47% of the valuation for this purpose in the county.

Youth Educational Intentions and Occupational Aspirations

8. Of all high school seniors in the nine school districts, 71% had definite plans for more schooling and another 18% had plans that would probably include more education; 72% expected to attend school the next year after graduation. Of the 1981 and 1982 graduates responding, only 5% had received no further education after graduation, and 85% had attended a college or university.

9. Over one-half (54%) of the seniors expected to attend Spokane Community College, Washington State University, or Eastern Washington University. Of the graduates responding 55% had attended one of these three locally accessible educational institutions.

10. Whether seniors expected to attend school the next year after graduation, the definiteness of their plans for more education, and where they expected to enroll were related to their reported academic class ranks in high school. Plans about further education were also related to how seniors thought their parents felt about the matter. Whether graduates had continued their education was found related to how they thought their parents felt about the matter.

11. Only 11% of the seniors and 7% of the graduates had no plans for further education. Seniors with no plans for further formal education expressed interest in on-the-job training, military service school, and apprenticeship to learn a trade.

12. Eighteen percent of the graduates lived in the high school district where they graduated, and 65% had moved out of Whitman County; others (17%) lived somewhere in the county outside their home school district.

13. One-third of the responding graduates had not decided what kind of a job they wanted ten years from now. The largest percentages of men who had a goal, looked forward to being in agriculture, a profession besides nursing, and in teaching. Women who had a goal anticipated teaching, nursing or other health services, business, or a profession other than nursing or engineering.

14. The largest percentages of senior boys were interested in agriculture a profession other than nursing, mechanics, and computer technology, while largest percentages of girls were interested in a profession other than nursing, entertainment, and health services laboratory technology. Largest percentages of first choice interests of seniors in further study were business (31%), industrial/trades (20%), professional (12%), service occupations (10%), and agriculture (7%). Largest percentages of second choice interests were the same except in different order.

Parental Aspirations For Youth

15. About 60% of the parents of children in grade five of all nine school districts had attended college, and approximately 27% were college graduates. Levels of education they expected their child to complete were four-year college or university (69%) and two-year college or technical institute (43%). Some parents expected their child to attend both a two-year and a four-year college.

16. The higher the educational attainment of parents the more certain they were their child would attain higher levels of education; 60% definitely planned for their child to attend college, while 26% indicated the child would probably do so. The longer the parents had lived in the study area, the larger was the percentage that expected their child to complete a bachelor's or higher degree.

17. Slightly over one-third of the parents (36%) had a definite savings plan for the education of their child; 52% planned to help their child work their way through college, and 21% had no plan to finance their child's education.

18. Only 4% of the parents expressed interest in having their child work on the family farm or in a family business. Nearly one-third (31%) were interested in having their child prepare for a semi-professional, technical, or middle level business occupation, while 50% were interested in having their child enter a profession. Of parents with boys, 27% expressed interest in having them prepare for a skilled trade as did 5% of the parents with girls.

School Evaluations

General

19. Parents form all nine districts rated the educational program of the schools A or B (58%); 32% gave a C rating, and 7% gave a D rating. Need for improving the educational program was rated as top priority by 34%; 47% rated the need as high priority, and 9% believed such need was of medium priority. Eleven percent gave no response or didn't know what priority to give. The higher the educational level of parents and the longer the residence in the area, the higher was the rating given to the educational programs.

20. In terms of what seniors planned to do after high school graduation 47% indicated their preparation had been fair but all could be better, 6% believed they weren't being prepared very well, 34% felt they were being prepared very well in most ways but the preparation could be better in other ways, and 13% believed their preparation was just what they needed. About 66% of the seniors with no plans for college compared to 44% whose plans would definitely or probably include college believed their preparation had been fair but could be better and 33% of the former group compared to 36% of those planning on college felt their preparation had been very good in most ways but could have been better in other ways. Only 14% of the seniors planning on college attendance indicated their preparation was just what they needed, and 6% did not think their preparation for college had been very good. Educators evaluated the adequacy of school curriculum breadth and sequence as fair (12%), good (60%), and excellent (27%).

21. With no difference between men and women, 15% of all graduates responding from the 1981 and 1982 classes indicated their preparation for employment had been inadequate as did 22% who had entered employment. Of all graduates 27% reported their preparation for employment had been fair but all of it could have been better and this group represented 39% of graduates who had entered employment. Only 4% of all graduates (6% of those employed) indicated their preparation for employment had been excellent.

22. Of the men and women graduates who had entered college, 13% and 23%, respectively, indicated their preparation for college had been inadequate, and 43% and 25%, respectively, felt their preparation for college had been fair but all of it could have been better. Of the men and women graduates attending college, 42% and 47%, respectively, felt their preparation had been very good in some ways but could have been better in other ways. Three percent of all attending college (men 2%; women 5%) indicated their preparation had been excellent.

Guidance Services

23. All seniors whose plans did not include further education and 88% of those whose plans would definitely or probably include more schooling indicated they could have used more help in occupational and educational planning. Only 10% of all seniors indicated they had received all the help they needed in occupational and educational planning; 30% indicated they had received considerable help but could have used more; 37% reported having received some but not very much help, and 22% indicated they had received little or no help.

24. With no difference between men and women or graduates or whether they had continued their education, 18% indicated they had received lots or considerable help from their high school in making a choice about the kind of work they wanted to do. Another 28% indicated they had received some help in occupational guidance, but 54% indicated they had received little or no help.

25. Seniors reported to be in the middle third by academic class rank believed counseling and guidance services were better than seniors reported in either the top or bottom thirds. Seniors rated as fair guidance and counseling services (45%), as poor (25%), and as good (30%). Graduates rated guidance and counseling services as fair (39%), as poor (33%), and as good (27%). Educators rated guidance and counseling services in two districts as good, in four districts as fair, in two districts as poor, and in one district as fair and poor (43% each).

26. Availability of counseling materials on jobs/careers (occupational information) was rated by seniors as good (26%), fair (57%), and poor (17%). Graduates rated this provision as good (22%), fair (50%), and poor (27%). Largest percentages of educators in one district rated this provision as good, in four districts as fair, in one district as poor, in one district as fair or poor (42% each), and in two districts they didn't know or failed to respond.

27. The availability of information on colleges, schools, and universities (educational information) was rated by graduates as good (42%), fair (42%),

and poor (15%). Ratings of seniors for this provision were good (58%), fair (39%), and poor (3%). Largest percentages of educators in five districts rated this provision as good, in two districts as fair, in one district as good or fair (43% each), and in one district they did not know or didn't respond (50%).

Educational Programs

28. Most comments from parents about what was best about the schools related to teaching methods, school class size, teachers, administrators, relationships/communications, resources and educational programs. Rated as good by the largest percentage of graduates (68%) was emphasis on athletics. Largest percentages of seniors rated as good emphasis on athletics (81%) and number and variety of school activities (54%).

29. Most comments from parents about how schools could be improved related to courses/classes/programs, out-of-class activities and conditions, teaching methods/practices, relationships/communications, teachers/staff/administration, facilities, equipment, and school size.

30. Most suggestions from seniors about how they believed the high school could prepare them better for what they plan to do after graduation focused on (1) more and better variety of courses (26%), (2) tougher academic standards (11%), (3) teaching methods (9%), and (4) curriculum expansion in specific areas such as language arts and foreign languages (12%), mathematics and science (6%), and vocational subjects (7%).

31. Evaluated as poor by the largest percentages of graduates were (1) variety of courses (33%), (2) emphasis on communication skills (31%), (3) number of vocational courses offered (20%), and (4) preparation for college (29%). Percentages of graduates rating these features as fair were, respectively, 50%, 37%, 55%, and 52%.

32. Over six of every ten seniors (62%) indicated there were courses they wish they had taken but which were not offered, and 61% listed courses in business (19%), vocational/industrial (15%), foreign languages (14%), fine arts (10%), social science (sociology/psychology/economics--8%), advanced science (7%), and agriculture (6%).

33. School features needing most improvement according to graduates were (1) variety of courses offered (38%), (2) preparation for college (43%), emphasis on communication skills (39%), and (4) number of vocational courses offered (22%). Evaluated as poor by the largest percentages of graduates were (1) variety of courses offered (33%), (2) emphasis on communication skills (31%), and (3) number of vocational courses offered (20%).

34. Largest percentages of educators (teachers and administrators) in all but two districts rated the emphasis on communication skills (reading, writing, spelling, speaking) as good, and in the two districts the rating was fair. Largest percentages of educators in two districts rated the number of vocational courses offered as good, in four districts largest percentages rated this feature as fair, and in two districts the rating was poor. In one district the largest percent of educators indicated they did not know or didn't respond to this evaluation.

35. Number and type of school activities was rated as good by the largest percentages of educators in eight districts and as fair in one district. This provision was rated good by 51% of the graduates, fair by 40%, and poor by 8%. Of the seniors 54% rated this feature of their high school good; 37% rated it fair; and 9% rated it poor.

36. Largest percentages of teachers and administrators in seven districts rated the emphasis on athletics as good, and in two the rating was fair. Of the seniors, 81% rated emphasis on athletics good, and 19% rated it fair or poor. Ratings by graduates were good (68%), fair (17%), poor (13%), and 2% failed to give a rating.

37. Largest percentages of seniors and graduates, 58% and 63%, respectively, rated teaching methods as fair; 31% and 24%, respectively rated methods used as good. Effectiveness of instruction was rated as fair by 59% of the graduates and as good by 29%. Ten percent rated it poor.

38. Of the parents, 71% would not approve of having the school offer only the programs currently offered; only 8% would leave things the way they are, and 21% did not answer this question. One-fifth (20%) of the teachers and administrators favored maintaining current school organizational arrangement and offering only the programs and courses currently offered, but 58% did not favor that, and 21% indicated they didn't know.

39. Various curricular changes were suggested by educators to improve educational opportunity including the addition of courses and other deletions or modifications. Such suggestions were district specific.

Facilities

40. Of all seniors responding to the study, two-thirds (67%) evaluated facilities for athletics as good as did 69% of the graduates. Classrooms and laboratories were rated as fair by the largest percentage of seniors (51%) and graduates (50%), while the largest percentage of seniors rated facilities for music fair or good (46% each) as did graduates (47% and 39%, respectively). Facilities for art were rated as fair (42%) or poor (31%) by seniors and as fair (50%) or poor (26%) by graduates. Likewise, facilities for dramatics were rated fair (46%) or poor (38%) by seniors and fair (43%) or poor (39%) by graduates.

41. Two-thirds (67%) of the educators evaluated facilities for athletics and music as good, but 83% evaluated facilities for art as poor, and 58% evaluated facilities for drama/speech as fair. Nearly one-fifth (24%) of the educators judged classroom/laboratory facilities as fair or poor.

42. Twelve percent of all educators evaluated the adequacy of the building where they work as fair, 59% as good, and 28% as excellent.

43. Most needed improvements at the high school level as cited by educators were the configuration of instructional space, room for pupil activity, and ventilation and heating controls. They cited most needed improvements in elementary schools as more teacher storage space, ventilation and heating controls, more instructional equipment space, room for pupil activity, more pupil learning stations, and more pupil work display space.

44. In the high school/junior high school combination facilities, most needed improvements were cited as ventilation and heating controls, more teacher storage space, room for pupil activity, and configuration of instructional space.

Support Services

45. Adequacy of clerical/secretarial services evaluated as good ranged from 24% to 57% among the schools, while the ratings of poor ranged from 0% to 25% among the nine schools.

46. School discipline was rated as good by 83% of all educators, as good by 50% of the seniors, and good (39%) and fair (48%) by graduates.

Resources

47. All study area schools provided information for grades 9-12 on colleges, universities, and schools, and all but one of the schools reported the provision of an occupational information center for grades 7-12. There was variation among the schools in the provision of guidance and counseling programs available to grades 1-12. Three of the study schools reported not having a private counseling space for grades 7-12. The presence of trained counselors for grades 7-12 ranged from 0 to 5 FTE among the schools.

48. The total number of extracurricular activities available to junior high school pupils ranged from 7 to 14 among study area schools, and for high school students the range was 19 to 29. Percentages of athletic related activities for junior high schools ranged from 57% to 89%, and for high schools from 52% to 73%.

49. There were variations among study area and selected comparison schools (in eastern rural Washington outside Whitman County) in number of credit offerings among 15 different fields. Numbers of credits offered by study area schools ranged from 37 to 53 units, and among comparison schools the range was 38 to 58½ units. Number of credit units offered seemed unrelated to total school enrollment size.

50. Teaching methods most used were teacher action activities of question and answer, chalkboard teacher presentations, teacher demonstrations, lecture and individual pupil tutoring. Pupil action activities most used were in-class drill exercises, short written assignments, homework assignments, textbook reading assignments, pupil workbooks, and small and large group discussions.

51. Methods teachers would like to use more if teaching stations would better accommodate them were individual tutoring, pupil demonstrations, field trips, role playing/socio-drama/simulation/games, student interviews with community residents, small group study projects, and pupil peer tutoring.

52. Third party action activities teachers desire most to use more included use of various forms of audio-visual presentations (television/video tape, film/slide, bulletin board displays, and visual aids other than film/slide projections), and guest speakers.

53. The offerings of special programs such as gifted programs, remediation assistance and Chapter I and II were about the same, regardless of school enrollment size among study area and comparison schools.

54. Library materials and resources holdings among study area school and comparison schools were similar. The availability of professionally trained library staff ranged from 0 to .75 FTE among study area schools and from 0 to 1 FTE among comparison schools. The number of library aides ranged from 0 to .5 FTE among study area schools and from 0 to .8 FTE among comparison schools.

55. School districts in both the study area and comparison schools with larger enrollments tended to have a larger amount of administrative support services (custodial, clerical, administrative).

56. With variations among school districts, for the nine districts 18% of the high school classes per week had 1-5 pupils, 25% had 6-10, 24% had 11-15, 19% had 16-20, 9% had 21-25, and 5% had 26 or more. Of all high school classes, 43% had 10 or fewer pupils, 43% had 11-20 pupils, and 14% had over 20 pupils.

57. For all districts, 23% of the teacher assignments were out of the major and minor areas of teacher specialization.

58. Except for Garfield and Palouse where weekly room period utilization of classrooms housing grades 7-12 approached desirable maximum levels of about 80%, all other schools were found to have classroom space which could be scheduled more times a week if more students were available. In all districts, more pupils could be accommodated within the classrooms and laboratories as student station use rates throughout the week, even when spaces were being used, were relatively low.

59. Classroom weekly utilization rates for grades 1-6 were high as typically expected when self contained classrooms exist. In Rosalia, Tekoa, and Endicott the elementary classrooms could not accommodate many more students as student station weekly rates, especially when rooms were in use, were relatively high and approximating maximum capacity. All other districts could accommodate more elementary grade pupils without difficulty.

60. Buses used in all districts are district owned and seven districts owned a garage. One district contracted with another for bus maintenance. Bus transportation costs per mile ranged from $0.73 to $8.02. Miles driven per pupil ranged from 1.32 to 6.12.

Factors Related to Multi-District Cooperation

61. Legal provisions for interdistrict cooperative agreements have been authorized by the Washington State Legislature, and the rules and regulations for making such agreements have been developed by the Office of State Superintendent of Public Instruction. Alternatives available to school districts have been identified.

62. In 1983-84, there were 65 cooperative agreements involving from 2 to 19 schools each for the provision of special education programs, 29 interdistrict cooperative agreements for vocational education including

7 skill centers, 3 interdistrict cooperative agreements for enhanced offering in academic as well as vocational classes, and one interdistrict cooperative agreement to provide alternative education programs.

63. Between the school years 1984/85 and 1994/95 enrollments throughout all districts in the study area are expected to increase by 1% based on 7 year past trends and by 5.1% based on 5 year past trends. Slight increases are expected in grade 1-12 enrollments in all districts except Rosalia, St. John, Palouse, and possibly Garfield.

64. It is most likely, barring no unforeseen windfall (industry moving into the area) or catastrophe (war, economic depression, or Spokane area industrial closings) that in 1994/95, 9-12 enrollments in all nine districts together will be between 569 and 584 and that enrollments in grades 7-8 will be between 258 and 280. Total grade 1-12 enrollments will be between 1,580 and 1,645 compared to the 1984/85 enrollment of 1,565.

65. Two-thirds of the parents favored a cooperative arrangement between schools by which some existing high school courses with very small enrollments could be offered jointly with a neighboring district, and 22% indicated maybe they would favor such an enrollment. Nine percent opposed the idea.

66. Two-thirds of the parents favored cooperation between schools in jointly offering courses that cannot be given alone by their school, and another 19% thought maybe schools should cooperate this way to expand offerings. Ten percent were opposed to the idea.

67. Of the men and women graduates, 68% and 79%, respectively, or 74% of all respondents, thought two or more districts should cooperate in jointly offering classes that cannot now be offered alone by either their high school or neighboring schools, even if some pupils would need to be bused for part of the day to take such courses. Of all graduates 38% indicated they would definitely have been willing to ride a bus to a neighboring school district to take courses not offered in their high school for part of the day, and another 22% indicated maybe they would have been willing to do so.

68. Well over one-third of the seniors (38%) believed students would be willing to ride a bus to take some course(s) not now offered by their own high school, at a neighboring high school, and 32% believed maybe students would be willing to do that. Eighteen percent didn't think students would be willing to ride a bus for such a purpose; 11% didn't know, and 1% gave no response. Higher percentages of students in the top and bottom third of their class than in the middle third believed students would be willing to ride a bus for the purpose, and a higher percentage of seniors in the middle third than others believed seniors would be unwilling to do so.

69. Almost one-half (47%) of the educators would favor busing children between 2 or more adjacent districts to take courses that cannot now be offered alone by any of the high/junior high schools, and 37% would favor doing so for existing courses in which enrollments are now very small. Nearly one-third expressed uncertainty and thought maybe such busing would be possible. Uncertainty by educators centered around distance for busing,

student time lost on buses, courses to be offered, cost, safety, impact on present staff, and fear of losing their own curriculum and schools.

70. Three-fourths of the educators would favor the sharing among districts of personnel employment so faculty/counselors could spend part of each day/week in each school to offer courses that cannot now be offered alone by the separate schools even if classes were very small.

71. Slightly over one-half the educators (55% and 56%, respectively) would favor a system of live audio/video transmission within two or more districts or from another larger school or Educational Service District to offer instruction in certain courses not now available.

72. Seven of every ten educators would favor the idea of some kind of instructional materials development/dissimination center jointly supported by two or more districts for individualized instructional materials (such as video tapes, instructional modules, self paced competency based materials, etc.) for courses not now available.

Clues to the Need For Improvement

Data gathered and presented in the study regarding perceptions and opinions of graduates of 1981 and 1982, seniors in 1984-85, parents of children enrolled in grade 5, and teachers and administrators and information about existing school programs (credit and extracurricular), educational services (guidance and counseling, library, special programs) and support services (custodial, secretarial, administrative, and transportation) provide clues to the need for improvements. While opinions obtained from the several groups show a remarkable consistency in the evaluations regarding features/conditions extant in the schools; they must be considered for what they are--opinions. As such, they represent what people believe to be true and give planners clues which can be further examined if needed.

Evaluation is usually a sensitive activity. The question may arise, for example, in the reporting of evaluation results using scale graduations of Poor, Fair, and Good, about combining poor and fair ratings instead of fair and good. One purpose and burden of this study has been to detect clues to the need for improvment. Ratings of less than good have been interpreted to mean that a feature or condition was believed to need improvement to be good. Because respondents had little or no knowledge of features/conditions in school districts other than their own, evaluations are not relative among districts. It is possible a feature/condition rated by the largest percentage of respondents as fair, for example, in one district might in actuality be better than the same feature/condition in another district rated as good by the largest respondents. District specific information has been returned to each district for whatever follow-up activities educators and others would want to foster based upon local circumstances.

For the purpose of this study, clues to the need for improvement among the districts were as presented below. These were clues to the need for improvement in:

Programs and Services

1. The provision of guidance and counseling services available within the districts, especially the provision of numbers of trained personnel,

occupational information (information about jobs/careers) for grades 7-12, and in some cases, private space for counseling activities.

2. The number and availability of job related (vocational) program offerings especially in the business and trade/industrial related fields.

3. The number and variety of course offerings on a yearly basis particularly in the fields of foreign languages, fine arts (art, drama, speech), advanced science, and in such social science fields as psychology, sociology, and economics.

4. School emphasis on communication skills. While educators believed this emphasis was good in most schools, present as well as former students stressed the need for greater emphasis in the school curriculum.

5. The provision of non-athletic extracurricular activities available to students whose primary interests may be something other than athletics.

6. Methods and effectiveness of instruction, particularly as they relate to preparation for college. The plea for tougher standards, greater emphasis on communication skills, and greater variety of course offerings seem related. The absence in some schools of school designation of a program of study as college preparatory versus general, business, or vocational with which students can identify may contribute to the existence of this clue.

Facilities

7. Facilities for classrooms/laboratories, art, music, and drama/speech, and in general expecially heating and ventilation controls, amount and configuration of instructional space, room for pupil learning activity, pupil work display space, and storage space for instructional materials and equipment. Methods teachers desire to use more if facilities would better accommodate them are individual tutoring, pupil demonstrations, field trips, student interviews with community residents, pupil peer tutoring, small group study projects, and role playing socio-drama/simulations.

Cooperation

8. Cooperative arrangements among school districts by which some existing courses with very small enrollments and some courses that cannot now be offered by districts alone, as well as improved educational services (guidance and counseling, specific programs--gifted, etc.), could be jointly offered by two or more school districts.

9. Methods by which group guidance services, gifted programs, and instructional programs (courses) could be provided among two or more schools to enhance the number and variety of courses available by using communication systems (two-way audio-visual) not necessarily requiring the movement of pupils or professional staff.

10. Means by which transportation vehicle acquisition and heavy maintenance and repair services might be more cost effectively provided through cooperative arrangements among the districts. In some instances joint district provision of food services through cooperative arrangements may seem an advantageous consideration.

CHAPTER IX

OPTIONS FOR MULTI-DISTRICT COOPERATION:

ADVANTAGES AND DISADVANTAGES

Introduction

Ideas were sought from all members of the four Citizens Advisory Committee work Sub-Committees about possible options (alternative modes) for multi-district cooperative arrangements for providing programs for educational excellence. Such ideas were sought also from teachers and superintendents of the nine school districts and from the faculty in the field of school administration at Washington State University. Input was given from by one faculty person in school administration. Each group, except teachers in the nine schools, were asked to identify the advantages and disadvantages of several alternative options for multi-district cooperative arrangements which had emerged during the study. Sub-Committees held special meetings during April for giving their ideas about cooperative options.

The Executive Committee of the Citizens Advisory Committee suggested the need for a thought stimulator document to work from in considering various possibilities for cooperation among districts. The WSU Consultants prepared such a document.

Directions for Stimulating Ideas About Cooperation

The following introductory comments and directions were distributed along with worksheets listing possible alternative options A-N and a request for additional ideas.

To each person from whom assistance was sought went the following introductory materials:

Your help is needed in thinking creatively about different ways or arrangements by which two or more Whitman County rural small schools might cooperate, short of consolidation, to improve educational opportunities for children in grades 7-12. The first task is to identify the different options for cooperative arrangements, activities, or actions which might be developed. The second task is to determine the possible advantages and disadvantages of each option. The Executive Committee of the Citizens Advisory Study Committee believed that it would be helpful in stimulating your thinking to provide a list of ideas for cooperation which have emerged to date from suggestions embodied in information received from teachers, administrators, parents, and students.

Your help is needed urgently to identify other possible cooperative arrangements, activities, or actions. In doing so, push aside, overlook, forget, or eliminate any factors/conditions, or reasons why an arrangement would not work -- these would show up in the disadvantages listed for an option. For example, the following:

1. Time spent by students getting from one school to another school would deny the minimum required time in classes -- school days can be lengthened and block scheduling arrangements on certain days of a week can overcome this condition.

2. Negotiated agreements don't provide for teacher movement --negotiated agreements can be changed.

3. Present law or funding schedules won't permit such an arrangement without penalty -- laws and funding schedules can be changed.

4. Legal liability for students going from one place to another -- all movements of students would be by district or multi-district owned vehicles.

5. Direct routes are bad -- they can be fixed.

6. Too costly -- funding resources can be reallocated and adjustments made in sources.

7. Pupils would be on buses too long -- How long is too long: 20 min.? 30 min.? 45 min.? 60 min.? Why? How long are they on a bus going to a basketball tournament? Football games? FFA meetings? Band days at football games?

8. Not all schools begin and end the same time -- School calendars can be synchronized.

9. Weather conditions prohibit travel during winter -- during the 1984-85 drifting snow period when roads were fit for buses to go 3 miles, they were also fit for 30 miles.

10. Levy lids are an obstruction -- law changes can alter these.

11. Take a positive approach in your thinking -- political action by people can change existing conditions.

To each person from whom assistance was sought went the following instructions regarding the options A-N listed on the worksheets:

1. Read each of the options for cooperative effort. Then write in ideas you have for other possible options. Use spaces, O, P, or Q.

2. Write all the advantages and all the disadvantages you can think of for <u>each</u> option listed A to N and for each new option you have added.

Respondents using the worksheets were advised that no significance could be associated with the order in which various options for consideration were listed.

Advantages and Disadvantages of Options

A. Two or more districts share in the employment of personnel (teachers or counselors) who would spend part of each day/week in each school to offer courses or services that cannot be offered alone by your junior high/high school or by a neighboring district, even if the number of pupils in each class was very small (e.g., advanced computer science, math, science, art, music, foreign language, vocational subjects, guidance).

Advantages

1. Perhaps we could afford to hire teachers (or counselors) of a higher calibre with more specialized knowledge.
2. Able to offer more services (specialized teachers, such as art, music, special ed); counselor who is not involved in day-to-day discipline; librarian.
3. More opportunity for class subjects; more subjects could be offered. Allows each district to provide the courses students require.
4. "Holes" in respective programs could be plugged.
5. Higher level of subject expertise if a teacher moves; seek highly qualified teachers and counselors.
6. Greater staffing latitude and appeal to prospective staff members. Some personnel are difficult to hire on a part-time basis so that this allows full-time positions to be offered.
7. Obviously, some children would receive classes otherwise unavailable to them.
8. A system clearly planned for would forestall or weaken control efforts.
9. The students wouldn't need to be moved, eliminating risk to them and cost.
10. Less expensive to transfer teachers than students.
11. Share salary costs -- better quality teachers.
12. Some money -- share one teacher instead of having two (one for each school).
13. No change in length of school day--few schedule problems.

Disadvantages

1. The students would miss stimulation from the largest possible number of other students with like interest--in many fields of study socialization with "like-minded" peers is very important. I noticed from the high school senior survey that there may only be one or two in a school interested in each kind of these endeavors.

2. Each school would still need to invest in any specialized equipment necessary for involved fields of study--music, vocation, science, computers for example.

3. Spirit of criticizing and unduly comparing would need working on.

4. Look out for teacher burn out.

5. Few students (1 or 2) would make student interaction difficult; classes in each school remain small.

6. Duplication of classroom materials/equipment.

7. Increased travel for teachers, which may require additional staff for times when teacher is traveling.

8. Teachers unavailable for consultation in other school. Preparation time and time for students to meet with the personnel "outside" of class becomes more difficult. As long as this is taken into account in the scheduling, it should be easily resolved.

9. Teacher competition (jealousy) to teach the "better class" -- "the advanced special class." This localized jealousy would need to be overcome.

10. If existing teachers used, being sure they are certified.

11. An "Administrative Council" would need to be regularized.

B. Bus some students for part of the school day during part of the school week between two or more contiguous school districts to take courses that cannot now be offered alone by your junior high/high school or by neighboring district schools (e.g., advanced math, science or computer science, art, music, foreign language, vocational subjects, guidance).

Advantages

1. Broader spectrum of student participation in the class--more students per class.

2. Interaction of students possible.

3. Increases sizes of classes -- more competition.

4. More variety of classes available; class availability; richer program. This would allow districts to provide individual courses that they would like housed in their districts, while offering the wider spectrum of courses to students.

5. By doing this, a course would be provided that is not available.

6. By tailoring equipment and resources as well as teachers at certain schools toward specific learning endeavors and allowing interested students to "block" their learning hours at a single location. A student could actually acquire an effective "major field" as they do in larger schools.

7. This approach would allow students of similar interests to share ideas and compete--perhaps start "in school" or extra-curricular clubs, study or musical groups that would have been impossible before simply due to lack of numbers.

8. Perhaps by mixing students from different communities, we could also encourage adults to become acquainted on a plane apart from the competitive atmosphere athletics provide. Then maybe they could begin to see that the best education for our next generation is more important than maintaining an isolated and competitive community identity.

9. Pupils make new friends in other schools. Spirit of cooperation and awareness enhanced.

10. Better teacher efficiency by bigger classes.

11. Here again, perhaps we could acquire teachers knowledgeable in specific fields and allow them to practice those more exclusively.

12. No duplication of classroom materials/equipment. Shared cost of materials, equipment.

13. Can improve facilities in one place easier than in two. One set of facilities instead of two.

Disadvantages

1. Because of time, cost and risk factors involved in moving students, parents may not be willing to bus their children out of the community. Since there is usually a much more vocal "negative element" whenever a change is suggested, it would be a project to approach with care.

2. Discontented parents--the PR problem; "Why my child and not theirs?" "they're getting more benefits." Levy failures.

3. Each town has promoted a strong individual identity even more concerned with "spirit" rather than financial considerations. There are many 50-65 year old patrons who feel they suffered a loss of identity when the really small schools in Elberton and Farmington, etc. were forced to close. They are even concerned about a lack of "class identity" if two elementary grades with low enrollment are combined in one room under one teacher while remaining in their own community. This emotional line of reasoning has been passed down through their children and is more prevalent than one would expect. It will be very difficult to deal with.

4. Calls for careful, recurring planning and higher caliber of management.

5. Busing will make a child lose at least one period of the day.

6. Too much time on the road, loading, unloading; wasted driver time.

7. Scheduling problems within week, semester; logistics.

8. Increased costs of transportation/insurance, and safety problem; school liability. Transportation costs may be more expensive than sending a teacher from district to district. Scheduling of buses may be a factor if times are not blocked effectively.

9. Hiring and evaluation of personnel.

10. Less teacher help after class.

11. Exhausted students. Some children already on bus 45 minutes am and pm; may cause longer school days.

12. Adequate buses and road conditions.

C. Bus some students for part of the school day during part of the school week between one or more school districts to take existing courses each year in junior high/high school in which enrollments at each school are now very small (5 or less) and which now may be available only on an alternate year basis.

Advantages

1. More flexible class schedule if more courses offered each year. Broader spectrum of student participation in the classroom.

2. All materials in one place.

3. Classes could be offered in a progressive order.

4. Flexibility in selecting curriculum; forces healthy, intensive, mutual planning.

5. Continuity in education. Sharpens program evaluation.

6. This should improve scheduling so that upperclassmen might be able to add another math or science, since they would have acquired the proper sequence on a yearly basis.

7. More variety of classes available; courses available each year.

8. Pupils make new friends in other schools.

9. Larger class size for more student interaction. Increases size of classes--more competition.

10. Competition--more students to interact.

11. A district could be designated to offer the course on a year-to-year basis if classes from other districts were to be scheduled. This would allow districts within the cooperative to offer the types of courses they desire within their district.

12. Teacher efficiency.

13. Shared cost of materials and equipment.

14. Non-duplicating of equipment, facilities.

15. Fewer scheduling problems within total high school career.

Disadvantages

1. You can't do it for one class--the classes would have to be "blocked" for ultimate time use.

2. Less teacher help after class.

3. Busing will make a child lose at least one period a day.

4. Discontented parents--the PR problem. Unless fully explained and rationalized with patrons, may be viewed as desperation rearguard move against consolidation.

5. Levy failures.

6. Time on bus--length of day. May cause longer school days.

7. Some children are already on a bus 45 minutes am and pm. Too much time on the road, loading, unloading.

8. Exhausted students; students will get burned out on busing.

9. Adequate buses and road conditions.

10. Increased costs for transportation and insurance.

11. Wasted driver time.

12. Increased safety problems and school liability.

13. Logistics--scheduling. Scheduling problems within the week--semester.

14. No disadvantages as long as the cooperating districts provided advanced long-term scheduling to meet the needs of students.

D. Establish a centrally located area academic and skills center situated geographically for greatest possible convenient access to all contiguous small Whitman County rural schools and bus children for part of the school day during part of the school week for academic and vocational subjects which individual districts cannot now offer alone or in which enrollments are now very small.

Advantages

1. Better utilization of funds--equipment, qualified instructors.

2. Better utilization of teachers time and expertise; greater teacher efficiency.

3. Increased learning through interaction such as vocational-technical courses.

4. Academic full course offerings; fuller curriculum; more subjects and services; increased number of courses, clubs, interaction.

5. A higher level of curriculum provides maximum opportunity for students to participate in programs they require/desire. Vocational programs that are expensive to operate could be more diversified.

6. In voc-tech area, the time spent would be more productive.

7. Specialized teachers.

8. Higher level of teacher expertise by teacher concentrating in their academic discipline.

9. Larger classes--more competition, stimulation.

10. Better facilities and equipment; expanded facilities.

11. A good way to augment rural education without duplicating equipment and teaching expenses. It would allow us to attract teachers who could specialize. It would give the districts, parents, and students a chance to interact on neutral ground.

Disadvantages

1. Building the center would be expensive; cost of creating facility; extraordinary facilities cost.
2. Cost of administration.
3. Transportation costs, time, inconvenience.
4. Funding; stability of revenue. Very expensive.
5. Not all Whitman County districts are involved, which might limit fiscal resources. Additional administrative and secretarial time will need to be built into costs of a centrally based skills center.
6. Maintenance (whose job?). Security problems.
7. Ownership; pride factor (whose school is it?); probably would be regarded as disguised consolidation.
8. Loss of school loyalties and support--loss of local control.
9. Would be hard to run. Administration/management would be a bone of contention.
10. Disproportionate fluctuating utilization.
11. Schedule problems.
12. Longer travel time and distances.
13. Lack of individualized instruction.
14. Limits extracurricular activities.
15. Abandonment of existing schools.
16. Community resentment--taking part of the school away.
17. Temptation for state to consolidate.

E. Establish a centrally located area academic and skills center situated geographically for greatest possible convenient access to all Whitman County schools and bus children for part of the school day during part of the school week for academic and vocational subjects which individual small rural school districts cannot now offer alone or in which enrollments are very small and for which students from Pullman and Colfax would be eligible, especially in vocational skills programs.

Advantages

1. Better utilization of funds--equipment, qualified instructors in one place.
2. Better utilization of teachers' time and expertise. Teacher efficiency.
3. Specialized teachers.
4. More subjects and services. Increased number of courses.
5. Larger classes--more competition; stimulation.
6. Easier to program shared activities.
7. Still greater variety of specialized courses such as hair design, office skills, other vocations.
8. Better facilities and equipment. Facilities already available.
9. Larger tax base, greater student base. Fiscal efficiency. By allowing students from Pullman and Colfax to attend, more revenues for the center could be generated.
10. Including the larger schools would undoubtedly increase the funding and should improve teacher specialization and materials even more than "D", without making the students from the small schools do all of the traveling to the large school.

Disadvantages

1. Not as much individualized instruction.
2. Sending students elsewhere to increase competition decreases numbers and competition in home school.
3. Community resentment--"taking part of school away."
4. Civic pride involved.
5. Limits extra-curricular activities.
6. Too long a bus ride; logistics.
7. If it is too large, too elaborate, it will diminish local schools beyond level for existence or saving them.
8. Travel--how far away some of the students will be! Travel time--schedules.
9. Building the center would be expensive. Cost of creating the facility.

10. Cost of administration. Transportation costs and travel time.

11. Administrative cooperation. Larger districts may control. Establishment of a governing board would reduce possible conflicts that may arise as "big district" vs. "small district." By including Pullman and Colfax, those issues may arise.

12. Temptation to force consolidation.

F. Develop a diffused academic and skills center to serve all contiguous Whitman County small rural schools. Most, if not all cooperating districts, or a selected few, would be designated a center and agree to provide instruction and/or programs in one or more vocational fields, advanced computer science, math, science, art, music, foreign languages, specialized guidance services. Pupils from all other cooperating schools would be bused for part or all of the school day for part of the school week to the designated location for classes/programs not now offered or in which enrollments are very small.

Advantages

1. Academic exposure good.

2. Good if for all day or even 1/2 day--using break time for travel at noon.

3. Better use of teacher time and expertise and funding. Teacher efficiency.

4. Able to afford to hire specialist teachers.

5. Reduce the administrative costs created by one centrally located center. Each district could be involved in selecting academic/vocational programs of particular interest to the district.

6. Possible once a week classes.

7. More students in specialized classes.

8. Facilities already exist to some extent. Use existing facilities.

9. You don't have to build a new building.

10. Shared costs.

11. Student interaction.

Disadvantages

1. It sounds like negotiating and organizing the separate centers, coordinating the student schedules and the centers' schedules, and all the transportation in different directions at the same time with different students would be an administrative nightmare.

2. The ultimate in logistical problems.

3. Scheduling student time and courses (what a mess!).

4. Too broad a proposal--effect diffusion on a much smaller scale like between two contiguous school districts.

5. Transportation time and cost.

6. Too expensive to bus.

7. Travel time and other busing disadvantages. Busing to more than one location would appear to compound an often complex bus schedule for districts.

8. Teacher competition jealousy.

9. Control where? Calls for high calibre planning and management; good will.

10. Community resentment as part of school taken out of community.

G. Develop some kind of instruction materials development/acquisition/dissemination center (possibly located in one of the existing school facilities) jointly supported by two or more small rural districts with responsibility for making available individualized instructional materials to be used by pupils in the cooperating districts for instruction in selected courses not now available (e.g., video tapes, instructional modules, self-pacing competency based materials, etc.).

Advantages

1. Increase learning experiences.

2. Student learns on own. Students could learn at own pace.

3. Semi-college preparatory environment--self-directed study.

4. Student enrichment as well as remediation possible.

5. Advantage of more opportunity for specialized instruction.

6. Brokering current materials/information so that districts can continue developing resources.

7. At least, information would be made available to the truly eager learner. Perhaps this would be a good back-up to proposals "D" and "E" allowing the student some personal contact with others and teachers, but cutting down on transportation. Access to materials.

8. Pupils could learn something about AV production.

9. Releases a teacher on that subject.

10. Cost effective.

11. Through concentration, you would best be able to staff and fund a facility of this type.

12. Easier to afford them.

13. Shared expenses.

14. Use existing facility.

15. No loss of time for travel.

16. Keeps students in their home school.

17. Better effort.

Disadvantages

1. Without personal stimulation and direct contact from instructors and similarly interested peers only the rare high school student would profit from arrangement.

2. Not sure individualized teacher is the answer.

3. Not enough teacher involvement in learning; still need teacher in classroom. No teacher available.

4. Not all students are capable of such a setting.

5. Duplicate services of ESD; redundant to what is available in the ESD.

6. Lack of immediate feedback.

7. Circulating and maintaining equipment and instructional materials "ages" these resources and takes lots of time and energy. Many teachers simply never integrate these materials into the unit sequences.

8. Use of center decreases as mileage to center increases.

9. Ownership and funding problems. Where would supervision come from?

10. Possibly too much on tape or film.

11. By limiting participating districts, maximal advantage to share information may not be realized.

H. Develop a jointly supported audio-video communication system between or among two or more small rural school districts by which instruction in certain courses not now available, or in which enrollments are very small, could be provided by live two-way transmission with the teacher taking turns being present in each of the several school classrooms on a rotating basis.

Advantages

1. Increase courses and opportunities at existing schools. Content and opportunities for learning are enriched. Cooperatiave teacher without the travel.
2. Academic exposure--better than no course at all.
3. Subject matter existing across cooperating schools; could be offered to one student as well.
4. Broader curriculum. Offer broader curriculum.
5. Possible classes for remedial, gifted.
6. Good interaction.
7. This has some real possibilities; cost effectiveness, fewer teachers. Greater teacher expertise.
8. Use aide when teacher is in other school. Allows for a creative way to provide team teaching.
9. Generate competition between districts.
10. Shared expense.
11. Avoids busing.
12. An improvement over "G" in that the student could then identify and contact an instructional authority and receive knowledgeable encouragement and direction.

Disadvantages

1. No contact or competition with other students in the same field of study.
2. Duplication of course materials and equipment.
3. Compatible curriculum.
4. Down time will affect student progress.
5. Expensive equipment.

6. Complex, expensive system to maintain and operate. Cost of system may outweigh advantages of no travel.

7. More impersonal.

8. Scheduling problems.

9. Take time to implement.

10. Each school would still have a large investment in transmission facilities as well as lab facilities, etc.

11. Seldom does software prepared fully utilize the hardware system. Often the system fails in this regard.

I. Develop a jointly supported audio-video communication system by which instruction within two or more small rural school districts could be available in certain courses not now offered by live two-way transmission from another larger school district within the county, from the Educational Service District, or from a university, school, or College of Education.

Advantages

1. High quality audio-video.

2. Teacher expertise--higher level available. Cooperative teacher without the travel.

3. Academic exposure. Opportunities for broader learning sequences are made available. Offerings can meet specific needs of districts.

4. Full time teacher not needed for this purpose.

5. More courses, more specialized courses available.

6. Experienced selection, production resources.

7. Good opportunity for advanced students.

8. Use aide when teacher is in other school. Allows for a creative way to provide team teaching.

9. Possible classes for remedial and gifted.

10. Good way to take advantage of teacher with special talents.

11. Broader curriculum. Sessions could be recorded for later use.

12. Generate competition between districts.

13. Also provides inservice to teachers.

14. Avoids busing.

15. Cheaper to offer to more schools. Shared expense.

16. Equipment already in place.

17. Control of the system is local.

Disadvantages

1. This kind of cooperation would depend on the special talents of an individual teacher who may or may not stay in the district. The equipment would then be a risky investment unless the district was already participating in a program similar to proposal in "H".

2. More impersonal teaching system.

3. Interaction with instructor missing.

4. Lack of certified teacher present in classroom.

5. Lack of immediate feedback if teacher has to see students work.

6. Scheduling problems.

7. Expensive equipment; cost, deployment. Cost of system may outweigh advantages of no travel.

8. Grading--how would you grade a course like this?

9. Takes time to implement.

10. Materials distribution problems.

11. Possibility of greater influence or control by large districts.

12. Broadcast rarely fits secondary schedules.

J. Develop among contiguous small rural school districts cooperative arrangements with Colfax and Pullman districts for busing children for part of the school day during part of the school week for advanced classes in computer science, math, or science, art, music, foreign languages, and/or vocational skill programs not now available, or in which enrollments are very small. (One district now transports pupils for classes in advanced math.)

Advantages

1. Increased number of courses. Academic exposure. Enlarged learning opportunities.

2. Might be advantageous in a work-study program; offers the opportunity for the broadest opportunity for students, especially with Pullman, i.e., math, science, science labs.

3. More opportunities for specialized classes. Allows students in the smaller districts to access classes currently unavailable.

4. Students with similar abilities and interests work together. More stimulation. Provides students within the smaller districts a chance to interact with other students from neighboring districts in areas of common interest.

5. Take advantage of an already established school in an already established program.

6. Smaller district would not have to hire additional personnel in order to provide advanced class. Teacher efficiency.

7. Facilities already available. Extra opportunity for small district without capital outlay.

8. It becomes an indivfdual school district option. Could be an individual student option.

9. As long as all students from all districts have equal opportunities to participate in the classes on a yearly basis, this seems to have many advantages: peer stimulation, teacher contact, good facilities, increased opportunities for higher study.

10. No duplication in rural areas--teachers and materials in one location.

Disadvantages

1. People in the communities don't like their children to leave the community for their education. Community resentment. Less local control over specific course content.

2. Same disadvantages as for other busing options.

3. Unequal opportunities for some students due to travel time.

4. Transportation for some districts is especially costly and time consuming. Lost school time.

5. Transportation--cost, time. Logistics and scheduling.

6. Travel and liability. Too much distance for busing.

7. More available to districts closer to Colfax and Pullman.

8. Sooner or later either the "host" or the "guest" distrusts home budget cuts or other delimiting factors arise.

K. Locate all pupils in grades 10-12 or 9-12 from two or more contiguous small rural districts in facilities within one district by busing pupils and locate all pupils in grades 7-8 or 7-9 in facilities within another district by busing pupils. Each of the two or more contiguous districts would continue to have pupils grades K-6 attend school within the district.

Advantages

1. No duplication of funding for materials/equipment/teachers. More resources.
2. Better utilization of teachers' time. Teacher efficiency. Better classes with fewer teachers. Maximizes secondary school class size.
3. Greater opportunity for advanced classes--concentration of dollars and teachers.
4. Larger teaching staff, other services.
5. High school students who need to be bused get to be bused; grade school children stay.
6. If the relocation could achieve adequate student population to support increased materials and staff, this would provide an opportunity to enrich the education of the older children without stressing the younger ones with too much travel.
7. Scheduling problems minimal. More easily organized busing schedules. Travel only two times a day--to and from school.
8. Uses existing facilities. Better use of facilities.
9. Both communities are involved in the process and don't lose anything.
10. Reduces administrative costs or load at the secondary level (i.e., one administrator serving needs of two or more high schools).

Disadvantages

1. Communities are very sensitive about losing their schools. They would want to be assured of an increase in educational quality.
2. One district loses identity of high school. Community loss of school--resentment. Loss of local "identity" at high school and junior high school level.
3. Divided loyalty of students and community.
4. Taking students out of their community.

5. If family members are in different schools, they have to ride different buses.

6. Busing is a small disadvantage, but the least disadvantage.

7. Busing coordination is a problem.

8. Transportation time, cost. Transportation costs.

9. Who hires and evaluates personnel?

10. Who decides on courses and curriculum? Loss of local control for high school graduation requirements, course offerings, etc.

11. Who retains ownership of joint sports program equipment?

12. Extracurricular activity only in HS district.

13. Sharing of levy, etc. a problem.

14. District boundaries need to be examined due to travel time--loss in number of students as outlying rural routes may be changed to closer, larger schools.

15. Within a contiguous operation, you still don't solve all of the problems; one still must balance opportunities for students.

16. Nearly consolidation. Looked upon as a step toward eventual consolidation "there."

L. Locate all pupils in grades 9-12 from all small rural Whitman County contiguous (no district between any two other districts forming a compact area) districts in one school geographically situated to minimize travel distance/time, aggregate pupils in grades 7-8 within one or more designated districts, and leave grades K-6 in each school district.

Advantages

1. Student interaction.

2. More courses.

3. Teacher efficiency. Better utilization of teacher time. Maximizes secondary school class size.

4. Greater opportunity for advanced classes--concentration.

5. No duplication of funding for materials/equipment/teachers.

6. More resources. Larger teaching staff and other services.

7. Retain elementary school closer to home.

8. Scheduling problems minimal.

9. Travel only two times a day--to and from school.

10. To be advantageous, there would need to be adequate student population to support increased materials and staff allowed to specialize in their field while offering a more varied course load.

11. Reduces administrative costs or load at the secondary level.

Disadvantages

1. Many communities will resent losing any part of their schools.

2. Threat to community would cause an uproar.

3. Loyalty small schools have for town and school.

4. Community loss of school--public resentment. Loss of local identity at high school and junior high school level.

5. Small community loss of upper level school. Loss of local control of high school. Loss of local control for high school graduation requirements, course offerings, etc.

6. Community and parent upset--loss of small school atmosphere for their children.

7. Loss of number of students as outlying rural routes may be changed to closer, larger schools.

8. Too much busing, similar to other busing options. Transportation time, cost.

9. Sharing of levy dollars, etc., a problem.

10. District boundaries need to be examined due to travel time. Reassessment of school boundaries.

11. New construction. Security.

12. Disuse of existing facilities.

13. Any time we are considering contiguous districts only, there won't be an adequate student population to increase educational quality very much.

M. Locate all pupils in grades 9-12 from all small rural Whitman County contiguous districts in one school geographically situated to minimize travel distance/time factors and serve grades K-8 in each school district.

Advantages

1. Student interaction.
2. More courses.
3. Teacher efficiency. Maximizes secondary school class size.
4. Same as for K and L options.
5. You would have a good sized school; more students for high school.
6. More resources and teachers. Reduces administrative costs or load at secondary level.
7. To be advantageous, there would need to be adequate student population, improved staff and facilities ensuring better educational quality.

Disadvantages

1. The communities will resent losing any part of their schools. Will this necessitate a new larger plant while leaving others unoccupied?
2. You would never get together on a location.
3. You destroy the interaction that exists between schools, i.e., sports.
4. You would have a large school.
5. Travel time and expense. Logistics.
6. Loss of identity. Form of consolidation. Will the next step be to consolidate K-8?
7. Law enforcement.
8. Same as for K and L options.

N. Create mobile instructional or service (guidance) delivery facilities/ laboratories/classrooms designed to provide concentrated courses/ services during blocks of time in subjects which cannot now be offered or in which enrollments are very small. Each of these units, jointly provided by two or more districts would devote an appropriate amount of time at each school site to provide the instruction or service.

Advantages

1. Brings specialized classrooms to students.
2. A good stop-gap measure while the districts learn to cooperate. Could this approach be used to improve college and career counseling by giving the students a "taste" of things otherwise unavailable to them?
3. More specialized equipment and faculty skills. Qualified teachers --up-to-date equipment. Brings to the district equipment that may not exist currently within that district.
4. One set of equipment would serve more than one district. Less duplication: mechanical, welding, lathes. Avoids duplicating equipment, materials.
5. Particularly helpful in computers, machines, home economics, chemistry.
6. Better utilization of funds. Reduce individual district costs.
7. AV courses; drivers training.
8. Eliminates busing. Students remain in own district.
9. Reduces transportation costs as opposed to busing students.

Disadvantages

1. Students would have only "part-time" access to facilities and instructors and would be studying in isolated groups.
2. Little time for personal instruction, guidance. Still needs teacher supervision.
3. Too long a class to maintain concentration and level of material absorption.
4. Available to only a small number of students at a time.
5. Limited space. Would facility be large enough?
6. Scheduling problems. As long as scheduling meets everyones needs, no disadvantages appear prominent.

7. Specialized programs are expensive and several districts would have to pay for it. Expensive and difficult to maintain a sense of long-term consistency.

8. Who would own the equipment? Maintenance costs; who would maintenance?

9. Who has the liability?

10. Room for all possible participants from school districts.

11. Comparison of dollars for the mobile unit versus dollars for sharing with one other school.

12. Maintain local control of course offerings.

Other Possible Options: Suggestions

Various individuals and groups made suggestions about possible options for cooperation. These ideas are presented below.

1. Change the teacher-student ratio for smaller schools so more teachers could be hired. More courses could be offered, present teacher workload (overload) could be reduced and transportation costs and time loss be kept to a minimum.

Advantages

a. More courses could be offered.

b. Present teacher workload (overload) could be reduced.

c. Fewer preparations for teachers in small schools.

d. Change the number of courses teacher has to teach--lower number of preparations.

e. Transportation costs and time loss would be kept to a minimum.

2. Change the levy restrictions so the local school districts could use monies collected in their districts to pay for teachers salaries if more teachers are needed in that district. Fundamental concept of what small districts are up against.

3. Two or more districts could share the responsibility of an "alternative school" established for those students who aren't able to take advantage of the existing district program and are slowing classroom exchange and overtaxing resource room facilities due to behavioral and learning difficulties. In this way, teachers who specialize in dealing with these difficulties could be obtained.

4. Two or more districts could share the responsibility of establishing a program for "able-learners" or gifted students in their districts. These students suffer the handicap of a small school situation more than most, since they require special teaching techniques in order to take advantage of their capabilities just as the learning disabled student does. Many teachers aren't equipped to deal with these students who subsequently become behavioral problems or "classroom babysitters." This program could follow a course of supervision by a special teacher trained for the purpose and could include audio-visual supplements as well as activities transporting them where they could study with others of similar capabilities.

5. Rearrange the structure of the Educational Service District so that the individual districts will profit more from these funds in counseling, speech, gifted education, etc. The system seems administration heavy with not enough close practical benefit to the school itself. We'd like to see the legislature regulate how these funds are spent more closely.

6. It would seem that implementing proposals such as "G, J and N" separately or overlapping depending on how efficiently they might work as a stop-gap measure might be the thing to do; all the while regarding the improvement of the rural child's education as an ongoing project with more complete goals along the line "K or E."

   The greatest challenge in implementing any of these procedures will be to identify the people in the small districts who are amenable to improvement through cooperation. Then enlist them to educate and convince the district patrons that change is necessary and that they must, for their children's welfare, consider themselves part of Whitman County, rather than just their district. Careful and patient negotiating along this line will take years, and that would be the reason to use the lighter measures during the interim.

7. Various suggestions as follows:

   a. Regional (more than Whitman County) broadcast of video instruction; VTR's record on site for use.

   b. Combine superintendents at district level (as in Garfield and Palouse).

   c. Teacher exchange programs (by year, semester, quarter). One disadvantage of a small school is lack of exposure for students with a variety of teachers in a given subject field. Teachers also might profit from working for a year in another school setting.

   d. Use existing services (such as KNOWNET).

   e. Combination audio-video system and mobile units.

f. Inter-district citizens network to facilitate continued attempts at cooperation.

8. Alternative models for which two or more adjacent small school districts could improve curriculum scope and sequence offered by educators included the following ideas:

   a. Sharing specialists and equipment.

   b. Send all pupils to middle school in one district and high school pupils to another district.

   c. Correspondence courses and mobile laboratories.

   d. Vocational skills center to serve all schools.

   e. Joint courses with audio-visual transmission and teacher moving around to be in each classroom part time.

   f. Build one school for all; consolidate districts without wiping out smaller schools.

9. Why not consider models or prototypes of collaboration and cooperation <u>among</u> existing sites rather than aggregation of all programs at one or a few sites? The coalescing of interests and enthusiasm, the shared participation, <u>could</u> tend to overcome the deep-seated fears of "losing our school," and yet satisfy those who would advocate consolidation. Sharing would become a long-term solution to most (but not all) consolidation battles, not merely a piece-meal, temporary solution that costs more money. Rear-guard actions seldom are the best or most creative solutions.

10. Allow flexibility in the sharing concept. Example: Two schools may be close enough to share a teacher or teachers. On the other hand, a district might be isolated enough that live video would be appropriate. The state should allow funds for different <u>types</u> of <u>sharing</u>.

    Could outside consultant come in to help districts implement any changes under different sharing concepts?

    Could school districts use their local ministers for emotional counseling?